



May 2016 Catalog

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

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

Click here for [Navigation Tips](#)

WELCOME TO THE NORTHCENTRAL UNIVERSITY

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

MISSION

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

VISION

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

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

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

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

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

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

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

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

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

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

Home > 01 - INTRODUCTION > Board of Trustees Members

- Northcentral University President and Chief Executive Officer, George A. Burnett (ex officio member)
- Jerry Israel, PhD (Chair)
- Karen F. Rizk (Vice Chair)
- Harold Greenberg (Secretary/Treasurer)
- Martin Gottlieb, DHL (Member)
- Brian Hermelin, MBA (Member)
- James Horton, PhD (Member)
- Steve Linden (Member)
- Curtis L. McCray, PhD (Member)
- Kevin Prokop, MBA (Member)
- Barbara Ross-Lee, D.O., FACOFP (Member)
- John Schnabel, MBA (Member)
- Irene Wang (Member)
- William Whittington, JD (Member)

[Home](#) > [01 - INTRODUCTION](#) > [History and Accreditation of Northcentral University](#)

Founded in 1996, Northcentral University (NCU) is a regionally accredited, private, online and graduate- focused university serving professionals globally. Northcentral University offers doctoral, master's and bachelor's degrees in business and technology management, education, psychology as well as marriage and family therapy. Courses are taught one-to-one by a member of NCU's 100 percent doctoral faculty, and there are no physical residency requirements. NCU is regionally accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, [510-748-9001](tel:510-748-9001), www.wascsenior.org.

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

Facts and Figures

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

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

Accreditation

- Northcentral University is regionally accredited by the WASC Senior College and University Commission (WSCUC).
- Northcentral University Bachelor of Business Administration (BBA), Master of Business Administration (MBA), Doctor of Business Administration (DBA), and Doctor of Philosophy in Business Administration (PhD-BA) programs in the School of Business and Technology Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Northcentral University offers the first primarily distance-based Master of Arts in Marriage and Family Therapy (MAMFT) accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).
- Northcentral's School of Education has received five year initial accreditation through the Teacher Education Accreditation Council (TEAC) for eight PK-12 specializations in the Master of Education (MEd) program.

Academic Alignment

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

Awards and Recognition

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

Academic Leadership

- David Harpool, JD, PhD, is the Interim Provost and Chief Academic Officer of Northcentral University
- John LaNear, JD, PhD, is the Senior Vice President of Academic Affairs and Interim Dean of The Graduate School
- Raymond Rodriguez, EdD, is the Associate Provost of Academic Operations, Planning, and Institutional Effectiveness
- Peter Bemski, PhD, is the Dean of the School of Business and Technology Management
- Rebecca Wardlow, EdD, is the Dean of the School of Education
- James Billings, PhD, is the Dean of the School of Social and Behavioral Sciences

Key Dates in NCU History

- 1996 – Northcentral University is founded by Dr. Don Hecht in Prescott, Ariz.
- 1997 – Northcentral University's School of Business and Technology Management is created.
- 1997 – Northcentral University enrolls its first student.
- 1998 – Northcentral University is granted a provisional degree-granting license by the State of Arizona Board for Private Postsecondary Education.
- 2000 – Northcentral University hosts its first commencement ceremony, on June 17, for graduates from 1999 and 2000.
 - 2003 – Northcentral University becomes institutionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).
- 2004 – The School of Education at Northcentral University is formed.
- 2006 – Northcentral University establishes a presence in the Valley of the Sun, in Tempe, Ariz.
- 2007 – Northcentral University relocates to Prescott Valley, Ariz. from Prescott, Ariz.
- 2007 – Dr. Clinton Gardner is named president of Northcentral University.
- 2007 – The Certificate of Advanced Graduate Studies (CAGS) program is announced.

- 2007 – Northcentral University is selected as an FBI National Academy Associates education partner.
- 2007 – Northcentral University forms the Lambda Eta Chapter of Delta Mu International Honor Society (for students of business administration).
 - 2007 – Northcentral University's School of Business and Technology Management receives Accreditation Council for Business Schools and Programs (ACBSP) accreditation for all business degree programs.
- 2007 – Northcentral University forms the first virtual chapter of Kappa Delta Pi, an international society in the field of education.
- 2007 – Northcentral University and Rio Salado College announce a teacher education partnership for a bachelor's-completion program.
- 2008 – Northcentral University is accepted by Alpha Phi Sigma Honor Society (for students of criminal justice); forms Iota Pi Chapter.
- 2008 – The Higher Learning Commission (HLC) formally reaffirms accreditation of Northcentral University.
 - 2008 – The Accreditation Council for Business Schools and Programs (ACBSP) selects Northcentral University's *Strategic Knowledge Studies* program as a world-class offering.
- 2009 – Northcentral University receives provisional approval to offer Title IV funding from the U.S. Department of Education.
- 2010 – Dr. Clinton Gardner is named president and provost of Northcentral University.
- 2010 – Northcentral University announces Charter Membership in the Golden Key International Honour Society (the largest collegiate honor society).
- 2011 – Northcentral University officially launches The Graduate School.
- 2011 – Northcentral University's Master of Arts in Marriage and Family Therapy (MAMFT) becomes an approved degree program for the State of California.
- 2012 – Northcentral University announces and begins implementation of the full-time dissertation faculty model.
- 2012 – Dr. Clinton Gardner announces his retirement; George A. Burnett is named CEO and president of Northcentral University.
- 2012 – Dr. Scott Burrus is named provost of Northcentral University.
- 2012 – Northcentral University and Rio Salado College, receive approval from the Arizona State Board of Education to offer a 3+1 bachelor's degree in education.
 - 2013 – Northcentral University becomes the first school to offer a primarily distance-based Master of Arts in Marriage and Family Therapy (MAMFT) accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).
- 2013 – The School of Behavioral and Health Sciences splits into the School of Psychology and the School of Marriage and Family Sciences.

- 2013 – Eight PK-12 specializations in the Master of Education(MEd) program receive five year initial accreditation through the Teacher Education Accreditation Council (TEAC).
- 2013 - Northcentral University receives approval from the Arizona Department of Education to offer a PK-12 Principal Preparation program at the master's level.
- 2015 - Dr. David Harpool appointed interim provost of Northcentral University.
- 2015 - NCU is regionally accredited by WASC Senior College and University Commission (WSCUC).
- 2015 - The School of Marriage and Family Sciences and the School of Psychology merge into the School of Social and Behavioral Sciences.

Home > 01 - INTRODUCTION > Northcentral University Holiday Closures

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

Holiday	2016 Closure Date
New Year's Holiday	Friday, January 1
Memorial Day	Monday, May 30
Independence Day	Monday, July 4
Labor Day	Monday, September 5
Thanksgiving	Thursday and Friday, November 24 and 25
Winter Holiday / Christmas Eve and Christmas Day	Friday and Monday, December 23 and 26

Home > 01 - INTRODUCTION > Graduation Calendar

The current graduation calendar and general information about the Northcentral University graduation process and ceremony schedule can be found at <http://www.ncu.edu/graduation>. The 2016 graduation ceremony will take place on July 9th, 2016.

[Home](#) > [02 - ADMISSIONS POLICIES](#) > [General Admission Requirements](#)

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

[Home](#) > [02 - ADMISSIONS POLICIES](#) > Notice of Nondiscrimination and Section 504/ADA Coordinator

It is the policy of Northcentral University not to discriminate on the basis of disability in admission or access to, or treatment or employment in, its program or activity. NCU has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Laura L. Barwidi,

Compliance Manager - Disabilities Services

Student Services

8667 East Hartford Drive, Suite 110

Scottsdale, Arizona 85255

Toll free: 888-628-6911, ext. 8018

Phone: 928-541-8018

Email: disabilitiesservices@ncu.edu

Home > 02 - ADMISSIONS POLICIES > Application Requirements

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

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

Northcentral University accepts students on a continual basis. Application for admission can be submitted online any time during the calendar year via www.ncu.edu. The Registrar's Office reviews each applicant file to ensure that the prospective students meet the institutional and program-specific basis for admission requirements. See School and program sections in this catalog for program-specific admissions requirements and procedures.

Official Basis for Admission

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

- Official degree posted transcript

– OR –

- Unofficial degree posted transcript that can be degree-verified through the National Student Clearinghouse (NSC)

– OR –

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

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

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

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

Note: Degree audit reports and grade reports are not considered unofficial transcripts. Once a student is considered officially admitted he or she may receive financial aid.

Provisional Basis for Admission

Provisional basis for admission may be granted to prospective students pending receipt of official transcripts or other equivalent official documentation including program-specific requirements. A

student who is admitted on a provisional basis is only granted [official basis for admissions](#) once all official documentation has been received by Northcentral University. Students who are provisionally admitted to a program are not eligible to receive financial aid until documentation has been provided and official basis for admissions has been met.

The following documentation must be submitted for a prospective student to be considered for provisional basis for admissions:

- Unofficial transcript with a degree conferral statement that cannot be verified through National Student Clearinghouse (NSC)

– **OR** –

- Unofficial or official transcript without degree conferral statement

– **AND** –

- A signed attestation of conferral

Note: Students who provide an attestation of conferral for a degree conferral date that has not yet occurred are not permitted to attend courses until official documentation is received.

Provisional Basis for Admission Deadlines

Students who are granted provisional basis for admission must provide required official documentation for [official basis for admission](#) within 90 days of their first date of attendance in an NCU course.

The University will administratively dismiss students who do not provide the required official documentation prior to the 91st day of enrollment unless they are currently in a course. Students who are actively attending a course will be dismissed after the course ends.

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

International Official Basis for Admission

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

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

Note: Name change documentation is required if prospective student name is different than name that is listed on official documentation from approved credential evaluation agency.

International Provisional Basis for Admission

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

During the enrollment process, Northcentral will work with an applicant to determine which approved credential evaluation may be recommended for their personal situation. A list of Northcentral University approved credential evaluation agencies can be found on Northcentral University's public website.

All official transcript evaluations completed by approved credential evaluation agencies are due 180 days after the start of the student's first course. An official credential evaluation is defined as being received:

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

International Provisional Basis for Admission Deadlines

Students granted provisional basis for admissions using an internationally awarded degree must provide official documentation within 180 days of their first date of attendance in an NCU course.

The University will administratively dismiss students who do not provide the required official documentation prior to the 181st day of enrollment.

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

English Proficiency

Students with internationally awarded degrees must demonstrate English proficiency in a manner that meets NCU's [English Proficiency](#) requirements.

Acceptance Requirements

Acceptance to a Northcentral University program varies by degree-level, School, and program of study. Minimum requirements for acceptance are outlined below. Please refer to School and program sections of the Catalog for additional, program-specific admissions requirements and procedures.

Undergraduate Programs - Admission to a Northcentral University Bachelor's degree program requires a conferred Associate's degree and/or a conferred Bachelor's degree from a regionally or nationally accredited academic institution with a cumulative 2.0 grade point average on a 4.0 scale.

– **OR** –

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

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

– **AND** –

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

To learn more about program-specific Basis for Admissions requirements for NCU's **Undergraduate Programs**, refer to the following Catalog sections:

- [Bachelor of Business Administration](#)
- [Bachelor of Education](#)
- [Bachelor of Arts in Psychology](#)

Post-Baccalaureate Certificates - Admission to a Northcentral University Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

To learn more about program-specific Basis for Admissions requirements for NCU's **Post-Baccalaureate Certificates**, refer to the following Catalog sections:

- School of Business and Technology Management [Post-Baccalaureate Certificate](#)
- School of Education [Post-Baccalaureate Certificate](#)
- School of Social and Behavioral Sciences Marriage and Family Therapy [Post-Baccalaureate Certificate](#)
- School of Social and Behavioral Sciences Psychology [Post-Baccalaureate Certificate](#)

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

To learn more about program-specific Basis for Admissions requirements for NCU's **Masters Programs**, refer to the following Catalog sections:

- [Master of Business Administration](#)
- [Master of Science in Organizational Leadership](#)
- [Master of Education](#)
- [Master of Marriage and Family Therapy](#)
- [Master of Arts in Psychology](#)

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

To learn more about program-specific Basis for Admissions requirements for NCU's **Post-Master's Certificates**, refer to the following Catalog sections:

- School of Business and Technology Management [Post-Master's Certificate](#)
- School of Education [Post-Master's Certificate](#)
- School of Social and Behavioral Sciences Marriage and Family Therapy [Post-Master's Certificate](#)
- School of Social and Behavioral Sciences Psychology [Post-Master's Certificate](#)

Doctoral Programs- Admission to a Northcentral University Doctoral program (including the Education Specialist – EdS – program) requires a conferred post-baccalaureate master's degree and/or doctoral degree from a nationally or regionally accredited academic institution.

To learn more about program-specific Basis for Admissions requirements for NCU's **Doctoral Programs**, refer to the following Catalog sections:

- [Doctor of Business Administration](#)
- [Doctor of Philosophy in Business Administration](#)
- [Doctor of Philosophy in Organizational Leadership](#)
- [Doctor of Education](#)
- [Doctor of Philosophy in Education](#)
- [Education Specialist Degree](#)
- [Doctorate of Marriage and Family Therapy](#)
- [Doctor of Philosophy in Marriage and Family Therapy](#)
- [Doctor of Philosophy in Psychology](#)

Matriculation

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

Home > 02 - ADMISSIONS POLICIES > Admissions Procedures

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

Incomplete applications will not be evaluated.

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

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

[Home](#) > [02 - ADMISSIONS POLICIES](#) > **Address for Submission of Transcripts**

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

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

Home > 02 - ADMISSIONS POLICIES > Online Requirements

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

It is highly recommended that applicants review the minimum technology requirements outlined on the Northcentral University public Web site: <http://www.ncu.edu/northcentral-global/consumer-information/technical-requirements>.

Students should also periodically review these requirements.

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

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

How to Demonstrate English Proficiency

Official Test Scores

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

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

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

Exemption

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

Exception

Applicants who can demonstrate exceptional levels of proficiency via documentation regarding employment history or prior academic work may be considered for exception by the Dean's Office.

[Home](#) > [02 - ADMISSIONS POLICIES](#) > [Credential Evaluation](#)

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

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

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

[Home](#) > [02 - ADMISSIONS POLICIES](#) > I-20 Documents and F-1 Status

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

Home > 02 - ADMISSIONS POLICIES > Non-Degree Applicants

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

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

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

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

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

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

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

Transcript Evaluation for Students Using VA Educational Benefits

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

Credits from Foreign Institutions

Northcentral University may accept transfer or waive credit if an official course-by-course evaluation from a Northcentral-approved credential evaluation agency is supplied. Northcentral University will accept credential evaluations through any

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

Undergraduate

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

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

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

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

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

Prior Learning Credits

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

- Be an undergraduate student who is enrolled in a Northcentral University academic program;

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

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

Master's Programs

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

- Completed at regionally or nationally accredited post-secondary institution;
- Completed within last five calendar years of acceptance at Northcentral;
- Do not include any credits from a conferred Master's degree;
- Grade received in the proposed transfer course must be a B or higher.
- Do not exceed a maximum of 12 graduate semester credits for all programs (M.Ed, MBA, MAPSY, MSOL) except the MAMFT which allows 15 semester credits; exceptions to the stated maximum may be granted by the School Dean with approval of the Provost;
- If proposed to satisfy the statistics course requirement of a Northcentral University Master's degree, must be equivalent to Northcentral University statistics courses, as demonstrated by a transfer course description.

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

Education Specialist Programs

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

- Completed within seven (7) years prior to acceptance at Northcentral University, while enrolled in an advanced graduate or doctoral program at a regionally or nationally accredited institution;
- Do not include any credits from a conferred Doctoral or EdS degree;

- No more than 12 semester credits can be applied from a non-conferred external EdS program to a Northcentral University EdS degree;
- Credits must be earned with a grade of "B" or better or an equivalent satisfactory grade;
- No more than 9 semester credits can be applied to specialization courses.

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

Doctoral Programs

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

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

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

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

Applying Credit Between Northcentral University Degree Programs

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

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

Note: MBA5102-8 can be used to satisfy BTM7101-8

Note: Students must be academically eligible for the next degree (meet BFA at the required GPA) and be in good financial standing.

Home > 02 - ADMISSIONS POLICIES > Transfer of Credit - Military

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

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

Acceptable Transcripts

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

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

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

Coursework Credits

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

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

Military Experience Credits

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

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

Home > 02 - ADMISSIONS POLICIES > Acceptance to the University

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

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

Letter of Acceptance

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

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

Policy

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

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

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

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

Home > 02 - ADMISSIONS POLICIES > Readmission

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

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

General Readmission Guidelines

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

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

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

Mandatory Program Comparison

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

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

For doctoral candidates, as a condition of approval, students must sign a learning contract. The learning contract will detail academic expectations that must be met

during the extension period. Failure to meet learning contract specifications will result in dismissal from the University.

A doctoral candidate with more than six months to the Maximum Timeframe may be asked to sign a learning contract. In this case, the student will complete a SAP appeal and the learning contract for review by the SAP committee. If the appeal is approved, the doctoral candidate will receive an additional year program extension beyond the Maximum Timeframe.

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

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

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

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

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 Northcentral University, as evidenced by the difference in the first four digits of the respective program's Classification of Instructional Program (CIP) codes or the Program Credential Level (PCL), per Federal Student Aid. There is an exception to this rule for the University's post baccalaureate and post master's certificate programs, see below.

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

Examples of substantially different programs:

Example 1 (same PCL, different CIP code)

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

Example 2 (same CIP code, different PCL)

- Master of Arts in Psychology (CIP code 42.0101)

- Doctor of Philosophy in Psychology (CIP code 42.0101)

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

An example of substantially similar programs:

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

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

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

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

Accordingly, an example of substantially different programs:

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

All changes in specialization or concentration will be evaluated by the Transcript Evaluation Team, in accordance with guidelines stated in the Transfer of Credit Policy.

Out-Dated Courses Treatment

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

Transfer of Credits to Reentry Program

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

Readmission after Withdrawal for Non-Payment

All prior financial obligations must be met before a withdrawn student may resume attendance at the University. It is the returning student's responsibility to work on ensuring their previous balance is covered prior to readmissions. The student should

work with our re-entry team on possible solutions to ensure admissibility. The re-entry team can be contacted directly at returningstudent@ncu.edu or toll free 888-327-2877 x 8289 regarding any previous financial obligation to the University.

Readmission after SAP Dismissal

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

Home > 03 - FINANCIAL INFORMATION > Tuition and Fees

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

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

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

The University reserves the right to change tuition and fees as it deems necessary. Prepayment of the entire tuition for a program of study does not exclude a student from changes to tuition and fees.

Waivers of Tuition and/or Fees

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

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

Method of Payment

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

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

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

Statement of Financial Responsibility

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

Tuition and Fee Information

- All applicable tuition is charged and due at the time the student enters a course room.
- A one-time only, per program Learning Management Fee of \$450 will be charged when a student vests in his or her first course.
- A charge of up to \$100 per course will be charged for course materials. This fee includes access to the student's textbooks. Some courses or students may be exempt from these charges.
 - The University reserves the right to change tuition rates as it deems necessary.
 - Alumni needing a replacement copy of the Northcentral University Diploma or Certificate are charged a replacement fee.

Home > 03 - FINANCIAL INFORMATION > Miscellaneous Program 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
Course Materials Fee (CMF) - per course**	\$100.00
Payment Plan Fees - Graduate Students	\$50.00
Payment Plan Fees - Undergraduate Students	\$25.00
Official Transcript Fee	\$10.00
Declined Credit Card Fee	\$25.00
Late Payment Fee	\$25.00
Returned Check Fee	\$25.00

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

**Students who are required to repeat a course for any reason will be charged a second course materials fee for reacquiring the requisite materials. Students who receive course extensions or are granted a leave of absence will not be charged an additional fee.

Miscellaneous Fee Information:

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

NOTE: All fees are non-refundable.

Home > 03 - FINANCIAL INFORMATION > Program Costs

General

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

NOTE: The following course and program costs are effective for new and re-entering students beginning courses on or after October 5, 2015.

School of Business and Technology Management

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$1,296
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$28,370

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

Post-Baccalaureate Certificate - Business

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	\$2,550
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$11,030

Master of Business Administration (MBA)

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,550
Course Materials Fee (CMF), charged per course	\$75

Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$26,700

Master of Science in Organizational Leadership

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$2,331
Course Materials Fee (CMF), charged per course	\$60
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$24,360

Post-Master's Certificate - Business Administration

Total Number of Credit Hours Required to Complete Program	18
Number of Courses	6
Cost Per Course	\$2,922

Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$18,552

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

Total Number of Credit Hours Required to Complete Program	54-57
Number of Courses	18-19
Cost Per Course	\$2,922
Course Materials Fee (CMF), charged per course	\$90
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$54,666 - \$57,678

Doctor of Philosophy Degree Program (PhD) - Business Administration

Total Number of Credit Hours Required to Complete Program	60-63
Number of Courses	20-21

Cost Per Course	\$3,387
Course Materials Fee (CMF), charged per course	\$90
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$69,990 - \$73,467

Doctor of Philosophy Degree Program (PhD) in Organizational Leadership

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$3,342
Course Materials Fee (CMF), charged per course	\$60
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$68,490

School of Education

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to	30
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Complete Program	
Number of Courses	10
Cost Per Course	\$1,296*
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$14,410

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

Post-Baccalaureate Certificate - Education*

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	\$1,884
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450

Total Estimated Cost of the Program	\$8,366
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**With the Exception of English Language Arts Excellence in the Common Core and Mathematics Excellence in the Common Core (below)*

Post-Baccalaureate Certificate - Education

English Language Arts Excellence in the Common Core

Mathematics Excellence in the Common Core

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	\$1,449
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$6,626

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

Total Number of Credit Hours Required to Complete Program	36
Number of Courses	12
Cost Per Course	\$1,884

Course Materials Fee (CMF), charged per course	\$75
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$23,958

*Prepares candidates for Arizona PK-12 Principal Certification

Master of Education (MEd) - All Other Specializations

Total Number of Credit Hours Required to Complete Program	30
Number of Courses	10
Cost Per Course	\$1,884
Course Materials Fee (CMF), charged per course	\$75
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$20,040

Post-Master's Certificate - Education

Total Number of Credit Hours Required to Complete Program	18
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Number of Courses	6
Cost Per Course	\$2,706
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$17,256

Education Specialist Program (EdS)

Total Number of Credit Hours Required to Complete Program	33
Number of Courses	11
Cost Per Course	\$2,547
Course Materials Fee (CMF), charged per course	\$90
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$29,457

Professional Doctoral Degree Program – Doctor of Education (EdD)

Total Number of Credit Hours Required to	54-66
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Complete Program	
Number of Courses	18-22
Cost Per Course	\$2,706
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$50,958 - \$62,182

Doctor of Philosophy Degree Program (PhD) - Education

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$3,387
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$70,190

School of Social and Behavioral Sciences

Department of Marriage and Family Sciences

Program requirements may vary, please reference Marriage and Family Therapy information in Section 13 of this catalog for details regarding leveling credits and/or additional courses needed for state licensure.

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

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

Total Number of Credit Hours Required to Complete Program	12
Number of Courses	4
Cost Per Course	\$2,544
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$11,026

Master of Arts - Marriage and Family Therapy (MFT)

Total Number of Credit Hours Required to Complete Program	45-60
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Number of Courses	15-20
Cost Per Course	\$2,544
Course Materials Fee (CMF), charged per course	\$90
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	\$39,960 - \$53,130

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

Total Number of Credit Hours Required to Complete Program	18
Number of Courses	6
Cost Per Course	\$3,144
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	\$19,884

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

Total Number of Credit Hours Required to Complete Program	69-105
Number of Courses	23-35
Cost Per Course	\$3,144
Course Materials Fee (CMF), charged per course	\$80
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$74,602- \$113,290

Doctorate of Marriage and Family Therapy

Total Number of Credit Hours Required to Complete Program	60
Number of Courses at 3 Credits	18
Number of Courses at 1 Credit	6
Cost Per 3 Credit Course	\$3,144
Cost Per 1 Credit Course	\$1,048
Course Materials Fee (CMF), charged per course	\$70

Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$65,010

Department of Psychology

Undergraduate Program (Bachelor's Degree)*

Total Number of Credit Hours Required to Complete Program	60
Number of Courses	20
Cost Per Course	\$1,296
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$28,370

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

Post-Baccalaureate Certificate - Psychology

Total Number of Credit Hours Required to Complete Program	12
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Number of Courses	4
Cost Per Course	\$2,256
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
Total Estimated Cost of the Program	\$9,854

Master of Arts in Psychology (MA)

Total Number of Credit Hours Required to Complete Program	30 - 36
Number of Courses	10 - 12
Cost Per Course	\$2,256
Course Materials Fee (CMF), charged per course	\$100
Learning Management Fee, one-time per program	\$450
*Total Estimated Cost of the Program	\$24,010 - \$28,722

*Total Estimated Cost varies based on degree specialization. The General Psychology and Gender Diversity specializations require 30 credits for degree completion. The Health Psychology and Industrial/Organizational Psychology specializations require 36 credits degree completion.

Post-Master's Certificate - Psychology

Total Number of Credit Hours Required to Complete Program	18
Number of Courses	6
Cost Per Course	\$3,105
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$19,650</i>

Doctor of Philosophy Degree Program (PhD) - Psychology

Total Number of Credit Hours Required to Complete Program	60-75
Number of Courses	20-24
Cost Per Course	\$3,105
Course Materials Fee (CMF), charged per course	\$95
Learning Management Fee, one-time per program	\$450
<i>Total Estimated Cost of the Program</i>	<i>\$64,450 -</i>

	\$77,250
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Non-Degree Base Per Course Tuition Rates

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

Degree Type	Base Per Course Tuition Rate
Non-Degree (Undergraduate)	\$1,296
Non-Degree (Graduate)	\$2,706

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

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

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

[Home](#) > [03 - FINANCIAL INFORMATION](#) > **Refund Policy and Procedure**

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

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

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

Course Drop

Students may drop a course at any time. However:

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

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

Calculating Refunds

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

Withdrawal or Drop Prior to Course Registration

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

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

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

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

Over 7 days from and including Course Start Date

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

Refund Processing Time

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

Importance of Meeting Financial Obligations

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

Personal Responsibility

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

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

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

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

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

Forbearance and Deferment Options

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

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

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

Northcentral University recommends that students and prospective students address their forbearance or deferment needs with their respective lender(s) to clarify the eligibility requirements for forbearance or deferment.

Default of Financial Obligation

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

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

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

Home > 04 - FINANCIAL AID PROGRAMS, ASSISTANCE, AND PAYMENT PLANS > General Federal Student Aid (FSA) Student Eligibility Requirements

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

- Be enrolled as a regular student in an eligible program
- Not be enrolled simultaneously in elementary or secondary school
- Demonstrate financial need (for some FSA programs)
- Sign the certification statement on the Free Application for Federal Student Aid (FAFSA) status that he or she:
 - Is not in default on a federal student loan and does not owe money on a federal student grant; and
 - Will use federal student aid only for educational purposes
- Show he or she is qualified to obtain a college education by:
 - Having a high school diploma or a recognized equivalent such as a General Education Development (GED) certificate;
 - Completing a high school education in a homeschool setting approved under state law (or - if state law does not require a homeschooled student to obtain a completion credential - completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
 - Enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives:
 - Passing an approved "ability-to-benefit" test; or
 - Completing six credit hours or equivalent coursework toward a degree or certificate
- Have a valid Social Security Number with the Social Security Administration
- Be a U.S. citizen or eligible noncitizen
- Be registered with Selective Service, if required
- Not be in default on a Title IV loan or, if in default, have made satisfactory repayment arrangements with the loan holder
- Have not obtained loan amounts that exceed annual or aggregate loan limits made under any Title IV loan program
- Not be liable for an overpayment of a Title IV grant or Federal Perkins Loan or, if liable, have made satisfactory repayment arrangements with the holder of the debt
- Be making satisfactory academic progress (SAP)

- Not have property which is subject to a judgment lien for a debt owed to the U.S. or, if subject to a judgment lien, have made satisfactory repayment arrangements with the debt holder
- Not have been convicted of an offense involving the possession or sale of illegal drugs that occurred while enrolled and receiving Title IV aid
- Have completed repayment of funds to either ED or the holder of a loan, as applicable, if the student has been convicted of, or pled guilty to, a crime involving fraud in obtaining Title IV aid

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

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

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

[Home](#) > [04 - FINANCIAL AID PROGRAMS, ASSISTANCE, AND PAYMENT PLANS](#) > [Financial Aid Programs and Assistance at Northcentral University](#)

Overview

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

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

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

Federal Pell Grant Program

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

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

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

All Undergraduate students enrolled at Northcentral are considered to be full-time students for purposes of calculating the Federal Pell Grant Scheduled Award.

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

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

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

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

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

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

Federal Direct Subsidized Stafford Loan

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

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

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

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

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

Federal Direct Unsubsidized Stafford Loan

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

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

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

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

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

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

Annual Stafford Loan Limits

Dependent Undergraduates	Base Subsidized & Unsubsidized	Additional Unsubsidized	Maximum Subsidized & Unsubsidized
First Year	\$3500	\$2000	\$5500
Second Year	\$4500	\$2000	\$6500
Third Year and Beyond	\$5500	\$2000	\$7500
Independent Undergraduates (and dependent undergraduates whose parents			

cannot borrow PLUS loan)			
First Year	\$3500	\$6000	\$9500
Second Year	\$4500	\$6000	\$10500
Third Year and Beyond	\$5500	\$7000	\$12500
Graduate and Professional Students			
Each year until lifetime aggregate is met	\$0	\$20500	\$20500

Federal Direct PLUS Loans

Federal Direct Parent Loan for Undergraduate Students (PLUS)

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

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

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

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

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

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

Employer Reimbursement

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

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

Veterans Educational Benefits

Northcentral University does not determine a student’s eligibility for educational benefits from the U.S. Department of Veterans Affairs (VA), such as GI Bill® benefits. To verify eligibility for these benefits, students should call the VA Education Office at 1-888-442-4551 to speak with a VA Education Representative or visit the Official GI Bill® website at www.benefits.va.gov/gibill. To begin the process of applying for GI Bill® benefits, visit www.ebenefits.va.gov to complete the Veteran’s Online Application (VONAPP).

Students who are eligible for VA educational benefits are required to contact Student Financial Services and provide documentation confirming benefit eligibility. Examples of appropriate documentation include Certificates of Eligibility (COE), eBenefits Post 9/11 GI Bill® Enrollment Status pages, and Web Automated Verification of Enrollment (WAVE) pages. This required documentation will be kept on file with Northcentral University and used to complete electronic enrollment certifications to VA, after the drop period in each course.

Prospective and current students wanting to utilize VA educational benefits are also advised to contact the School Certifying Official (SCO) upon enrollment as he/she is trained to answer questions and provide assistance regarding VA benefits. The Northcentral University SCO may be contacted at veteransbenefits@ncu.edu.

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

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

Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Chapter 33, Post 9/11 GI Bill®. It is designed to help students pay for their out-of-pocket tuition and fees associated with their education programs after exhausting the annual funding limit of the Post 9/11 GI

Bill® for the VA academic year. The annual limit for the Post 9/11 GI Bill® is subject to change each year and can be viewed at www.benefits.va.gov/gibill/post911_gibill.

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

Only individuals entitled to the maximum benefit rate of the Post 9/11 GI Bill® (based on service requirements) may receive this funding. The following individuals are eligible for Yellow Ribbon benefit:

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

Active duty service members and their spouses are not eligible for the Yellow Ribbon Program.

Questions regarding the Yellow Ribbon Program at NCU may be directed to the School Certifying Official at veteransbenefits@ncu.edu.

Military Tuition Assistance

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

TA funds are earned proportionally during an enrollment period, with unearned funds returned directly to the military service based upon when a student stops attending. The University will return any unearned TA funds on a proportional basis as follows: withdrawals through the end of week one of the period for which the funds were provided will be refunded at 100%; and withdrawals after week one of the period for which the funds were provided will be refunded at 0%.

In instances when a service member stops attending due to a military service obligations, the University will work with the affected service member to identify solutions that will not result in a student debt for the returned portion of unearned TA funds.

Tribal Funding

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

Private Education Loan Information

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

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

Home > 04 - FINANCIAL AID PROGRAMS, ASSISTANCE, AND PAYMENT PLANS > Overview of Northcentral University Payment Plans and Fees

Overview

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

Payment Plans and Fee Information:

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

Undergraduate Payment Plans

Pay-in-Full (Length of Program) - Students may pre-pay the tuition for their entire degree program at the beginning of their program at Northcentral University. Such pre-

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

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

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

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

Procedural Steps for the Northcentral University Payment Plan:

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

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

Other Important Details about Northcentral University Payment Plans:

1.
 - Credit Card: The student's credit card on file is charged automatically each month until tuition and fees for the term are paid in full.
 - Fees: A \$25 Late Payment Fee will be charged for each month that a payment is not received on time.
 - If a credit card payment is declined or a check is returned due to insufficient funds, a \$25 Declined Credit Card or Returned Check Fee will be charged.
 - If a student who has prepaid tuition withdraws or is dismissed from his or her degree program prior to graduating, any tuition reduction applied to such tuition prepayment is invalid. The student is charged the applicable tuition for all completed courses based on the full tuition rate in effect at the time each course began. The difference resulting from any tuition reduction and the amount charged at the full tuition rate in effect at the time each course began is deducted from the remaining credit balance prior to the refund payout.

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

Pay-in-Full (Length of Program)- Student may pre-pay the tuition for their entire degree program at the beginning of their program at Northcentral University.

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

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

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

Procedural Steps for the Northcentral University Payment Plan:

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

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

Other Important Details about Northcentral University Payment Plans:

1.
 - The student's credit card on file is charged automatically each month until tuition and fees for the term are paid in full.
 - Fees: A \$25 fee will be charged for each month that a payment is not received on time.
 - If a credit card payment is declined or a check is returned due to insufficient funds, a \$25 Declined Credit Card or Returned Check Fee will be charged.
 - If a student who has prepaid tuition withdraws or is dismissed from his or her degree program prior to graduating, any tuition reduction applied to such tuition prepayment is invalid. The student is charged the applicable tuition for all completed courses based on the full tuition rate in effect at the time each course began. The difference resulting from any tuition reduction and the amount charged at the full tuition rate in effect at the time each course began is deducted from the remaining credit balance prior to the refund payout.

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

Forms

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

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

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

Application Process

1. FAFSA

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

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

A FAFSA is required for each award year in which a student wishes to receive aid, but in some cases, an ISIR may be used for multiple award years. Students starting courses before June 21, 2016 may complete the 2015/2016 FAFSA. New students starting courses after June 21, 2016 must complete the 2016/2017 FAFSA.

2. Verification:

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

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

3. Master Promissory Note (MPN)

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

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

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

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

4. Entrance Counseling

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

Financial Aid History

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

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

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

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

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

Student Notification of Verification

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

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

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

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

Submission of Verification Documents

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

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

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

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

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

Verification Exclusions

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

- Spouse Unavailable – applicant's data must still be verified according to other requirements. This exception is only for spousal data in which the:
 - - Spouse is deceased or mentally incapacitated,
 - Spouse is residing in a country other than the United States and cannot be contacted by normal means,
 - Spouse cannot be located because his or her address is unknown and the applicant cannot obtain it.
- Parents Unavailable – applicant's data must still be verified according to other requirements. This exception is only for parental data in which the:
 -

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

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

Verification Tracking Groups

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

Standard Verification Group. Students in this group must verify the following if they are tax filers:

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

Students who are not tax filers must verify the following:

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

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

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

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

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

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

Separation of Income

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

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

Conflicting and Inaccurate Information

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

Filing a Tax Extension

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

Time Limits

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

Handling Conflicts in Taxable Income

- Determine if the applicant/spouse/parent(s) were required to file a tax return.
- Determine if the student/parent filed using the correct filing status. For example, one individual filed as Married Filing Separately, but both claimed Head of Household.
- Determine if interest and dividend income or capital gains are reported on the income tax return, but there are no assets are reported on the FAFSA.
- Compare the verification worksheet and the tax transcript to the FAFSA/ISIR. Inconsistent information represents conflicting information. If the FAFSA or the ISIR disagrees with the income tax transcript, either the FAFSA/ISIR or the income tax return must be corrected. The Financial Aid Office can insist the family submit a corrected tax

return and then submit to the University an IRS generated tax transcript. Aid will not be disbursed until the conflict is resolved.

- Determine if a conflict exists regarding the relationship reported in the exemption section of the tax return and other information reported.
- Verify Social Security Numbers reported by student and/or parents.
- Verify marital status reported by student and/or parents.
- Determine if a person was claimed as a tax exemption by more than one person.
- Determine if the applicant reported a low income figure.
- Determine if untaxed income needs to be resolved.

Resolution

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

Examples of documentation to support resolution of conflicting information include:

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

Referral of Fraud Cases

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

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

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

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

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

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

[Selective Service](#)

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

- If still between the ages of 18 and 25, provide proof of registration with Selective Service

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

Department of Homeland Security (DHS)

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

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

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

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

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

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

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

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

- I-94 or I-94A stamped "Processed for I-551"
- I-151 Receipt Card
- I-151 Resident Alien Card
- Machine Readable Immigration Visa (MRIV)
- Foreign Passport stamped "Processed for I-551"

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

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

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

Social Security Administration (SSA)

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

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

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

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

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

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

Veteran's Affairs (VA)

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

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

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

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

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

National Student Loan Data System (NSLDS)

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

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

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

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

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

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

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

Department of Justice (DOJ)

If the student receives a Drug Abuse/Drug Conviction C-Code or reject code from CPS it may indicate that there is a problem with how the student answered the drug conviction question on the FAFSA. Student convicted of a federal or state offense of

selling or possessing illegal drugs while receiving federal student aid may still be eligible for federal student aid, and if not, may still be eligible for state or institutional aid.

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

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

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

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POLICY

Student budgets are an important component in the financial aid process. Standard student budgets are used to award financial aid by reflecting the cost of attendance for the average student population at a modest, but adequate, standard of living. Special budget considerations for additional costs are approved by the Student Financial Services Team 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 Northcentral University. Some costs are direct charges such as tuition, books, and fees, while other costs are considered to be indirect costs such as housing, utilities, food and other incidental personal expenses. Indirect costs are included in the student budget because they are costs a student must consider when determining the expense to attend the University. The student may apply for student financial assistance to help cover education-related expenses such as these.

How Budgets Are Derived and Updated

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

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

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

Costs in the budget include:

- Tuition and fees: The average tuition amount for the loan period is based upon degree level, mandatory fees including a one-time learning management fee, and estimated loan fees.

- Books, supplies, transportation and miscellaneous personal expenses: These expenses are based on estimates from CollegeBoard.
- Room and board: The standardized amount is based upon the student attending a distance education University. It includes the estimated cost for such things as rent, utilities and food.

The budgets for 2015-2016 are:

		Number of courses in the loan period							
		1	2	3	4	5	6(+)	7	8(+)
Undergraduate		\$3,223	\$6,446	\$9,669	\$12,892	\$16,115	\$19,338	\$22,561	\$25,784
Masters and Post-Bacc Certificates		\$4,704	\$9,408	\$14,112	\$18,816	\$23,520	\$28,224		
Doctoral and Post-Masters Certificates		\$5,395	\$10,790	\$16,185	\$21,580	\$26,975	\$32,370		

The budgets for 2016-2017 are:

		Number of courses in the loan period							
		1	2	3	4	5	6(+)	7	8(+)
Undergraduate		\$3,430	\$6,860	\$10,289	\$13,720	\$17,150	\$20,580	\$24,010	\$27,440
Masters and Post-Bacc Certificates		\$5,033	\$10,066	\$15,099	\$20,132	\$25,165	\$30,198		
Doctoral and Post-Masters Certificates		\$5,852	\$11,704	\$17,556	\$23,408	\$29,260	\$35,112		

Budget Restrictions

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

Student Category	Restriction(s)
Correspondence students	N/A - Northcentral University is an online education institution and does not offer

	correspondence courses
Incarcerated students	<ul style="list-style-type: none"> • Are limited in COA determination to tuition and fees, required books, and supplies • Are ineligible for Federal Student Aid (FSA) loans • If in a federal or state penal institution are ineligible for Pell grants
Less-than-half-time students	N/A - All students at Northcentral University are considered full-time
Active Military Students and Students Receiving Military Tuition Assistance	Active Military students and students receiving military tuition assistance may have reduced budgets to allow for BAH payments and reduced tuition, when applicable.
Employee Voucher	Employees with approved vouchers are not charged for tuition -therefore the cost of tuition is not included in an employee budget
Students using Title IV funding concurrently at another institution.	Northcentral University will only award direct cost to student using Title IV funding at another institution.

Budget Appeals

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

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

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

Packaging Overview

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

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

Estimated Financial Assistance

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

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

Federal Pell Grants

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

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

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

Lifetime Eligibility Used (LEU):

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

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

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

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

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

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

Stafford Loans

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

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

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

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

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

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

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

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

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

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

PLUS Loans

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

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

Award Package Notification and Appeals

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

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

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

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

Award Revisions

Once an award letter has been issued to a student, an appeal or other circumstance may require a change to the original notification. The Financial Aid Office reviews a student's circumstances, makes an adjustment to the award, and sends a revised award letter as soon as possible. The revised award letter supersedes the original award notice, which is then no longer valid.

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

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

Overawards

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

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

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

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

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

Home > 04 - FINANCIAL AID PROGRAMS, ASSISTANCE, AND PAYMENT PLANS > Professional Judgment

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

Circumstances That May Justify a Professional Judgment

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

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

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

Limits on the use of Professional Judgment

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

Processing Requests for Professional Judgment

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

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

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

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

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Definition of Disbursement and Disbursement Methods

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

Academic Year Definitions:

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

Payment Period Definitions:

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

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

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

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

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

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

Responsibility for Disbursement of Funds

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

The Financial Aid Office ensures the accurate and appropriate awarding of aid. The Financial Aid Office also verifies the student's eligibility and enrollment status at the time of

disbursement. The results of the review are then forwarded to the Accounting Department for funds to be either credited to the student's account or returned to the funding program.

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

Disbursement Eligibility

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

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

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

Late Disbursements

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

Stafford Loans and PLUS/Grad PLUS Loans:

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

Grants:

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

Loan Disbursement Notification

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

Student/Parent Authorizations

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

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

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

Credit Balances

The University disburses funds within 14 days after the Federal Student Aid (FSA) credit balance occurs.

Home > 04 - FINANCIAL AID PROGRAMS, ASSISTANCE, AND PAYMENT PLANS > Return of Title IV Funds

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

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

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

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

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

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

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

Order of Distribution

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

1. Unsubsidized Stafford Loan
2. Subsidized Stafford Loan
3. PLUS (Graduate Student)
4. PLUS (Parent)
5. Pell Grant

Withdrawal Date

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

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

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

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

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

The withdrawal process begins on the date of determination.

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

Calculation for the Return of Title IV Funds

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

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

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

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

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

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

Institutional Charges

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

Amount to be Returned

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

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

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

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

Post-Withdrawal Disbursement

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

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

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

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

- Type and amount of Title IV aid funds that make up the PWD
- Type and amount of Title IV aid funds that have been credited to the student's account
- An explanation that the student or parent may accept or decline some or all of the PWD that is not credited to the student's account
- An explanation that informs the student or parent that no PWD will be made if the student or parent does not respond within 30 days of the letter date
- Instructions that the student or parent must submit the response in writing directly to the Financial Aid Office by either e-mail or fax.

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

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

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

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

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

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

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

Northcentral University makes every effort to recruit the highest caliber of faculty available in their field of scholarship and assesses on a regular basis the standard of instruction provided by each individual faculty member. When enrolling for a course, students will be assigned an appropriate faculty member from the pool of instructors available; and a choice of instructor will not usually be possible. Similarly, faculty teaching research courses and acting as Chair of a Dissertation Committee will be decided by School Deans on the basis of appropriate qualifications and availability; however, in this circumstance, students are encouraged to approach faculty whom they would like to have serve on their Dissertation Committee and they to make requests for such assignments through their Academic Advisor. In these situations, students may express preferences for particular faculty members by consulting with their Academic Advisor, but the University has final authority over all teaching assignments.

Home > 05 - ACADEMIC POLICIES > Attendance Requirements

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

When doctoral candidates are not actively enrolled in a course, they have limited communication with NCU support staff and may not engage in certain activities related to their research. Specifically, doctoral candidates must be actively enrolled in a course to have contact with their dissertation chair. Doctoral candidates must also be actively enrolled in a dissertation course with NCU 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.

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

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

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

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

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

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

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

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

Student Services monitors continuous enrollment for each student and the Office of the Registrar will administratively dismiss a student on the 29th day after their last date of attendance. Notification by the Academic Advisor does not need to occur for dismissal to take place.

Academic Maximum Time to Degree Completion

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

Program Type	Maximum Timeframe
Bachelor's Degrees	180 attempted credit hours
Master's Degrees - 36 credit hours or less	5 years
Master's Degrees - More than 36 credit hours	6 years
Certificate of Advanced Graduate Studies (CAGS)	2 years
Education Specialist Degree (EdS)	5 years
Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

Refunds

See the [Refund Policy and Procedure](#) for refund information.

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

Home > 05 - ACADEMIC POLICIES > Submission of Assignments

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

Semester Credit Hours

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

Student Workload

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

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

Home > 05 - ACADEMIC POLICIES > Grading Policy

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

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

Academic Performance Grades

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

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

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

All Courses	Undergraduate Courses Only
A = 4.00	C- = 1.66
A- = 3.66	D+ = 1.33
B+ = 3.33	D = 1.00

B = 3.00	
B- = 2.66	
C+ = 2.33	
C = 2.00	
F = 0.00	

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

Assignment Deadlines and Final Course Grades

Assignments submitted after the course end date will not be graded and calculated in the final grade for the course. If additional time is needed in the course, students must demonstrate the need by requesting an “I” grade. See “I” grade policy in the Administrative Course Code section for additional information on eligibility criteria.

Repeating Courses

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

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

If a course, other than a dissertation course, practicum, internship, or Comprehensive Examination course, is repeated, the original course grade will be changed to an "R" (retaken). All courses may only be repeated once without prior approval from the Dean or the Program Chair. A denial of a third attempt of a required course or a third failed grade in any course listed on a student's degree plan as required for graduation will lead to dismissal.

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

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

Unsatisfactory Grades for Doctoral Students

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

Administrative Course Codes

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

Code	Explanation
DR (Dropped)	This course code is assigned when a student cancels his/her participation in a course during the first week of the course session. Dropped courses do not appear on the student's transcript. Students dropping a course are eligible for a full or partial refund in accordance with the University's refund policy.
EXT (Extension)	An EXT may be granted in rare extenuating circumstances. If a grade has been posted, once an extension is approved, the EXT code can replace that grade until a final grade is determined. An EXT is used for administrative purposes only and will be replaced by the final grade.
I (Incomplete) Grade	In the event that an unforeseen circumstance threatens a student's ability to complete a course by the course end date, the student may request an Incomplete Grade. Incomplete Grades may be approved by a faculty member if the student qualifies based on Northcentral University's eligibility criteria. Faculty members are not obligated to approve an Incomplete Grade request and the faculty's decision is final (not to be appealed). Students may be eligible for an "I" grade if:

	<ul style="list-style-type: none"> • The student has completed 75% of the course • The student is earning a passing grade in the course at the time the "I" grade is requested <p>Courses with CMP and DIS prefixes are not eligible for Incomplete Grades.</p> <p>Students are required to adhere to University policies during the "I" grade extension period. These include but are not limited to:</p> <ul style="list-style-type: none"> • Northcentral University's Attendance Policy. Students are expected to continue participation and posting attendance throughout the "I" grade period. • Students may not be on a leave of absence (LOA) during the "I" grade extension period.
<p>NG (No Grade)</p>	<p>The Offices of the Provost or Registrar authorize use of this code to indicate a student has been allowed to drop a course without academic penalty after the official 7-day drop period. An NG remains permanently on Northcentral records but does not appear on the student's transcript. An NG may be granted in rare extenuating circumstances.</p> <p>Reasons for granting an NG code and the name of the approving party must be fully documented in the student journal and on the NG Grade Form, which is retained in student records.</p>
<p>R (Retaken)</p>	<p>An "R" grade is indicated on the transcript when the student repeats a course and the original grade awarded has been superseded by the later grade (see exceptions listed under Repeating Courses).</p>
<p>W (Withdrawal)</p>	<p>The student has canceled participation in the course within the first 71% of the course duration. The last date to cancel and receive a "W" rather than a letter grade appears in Course Registration Information for each course.</p> <p>A withdrawal may only be granted <u>after</u> the first 71% of the course duration if the student has a passing status in the course and the School Dean has given approval. A student may not withdraw from a course after the faculty member has submitted a grade or after the course end date.</p> <p>Students must send requests to withdraw from a course to his/her Academic Advisor. Students withdrawing from a course within the first 7 days of a course session, regardless of course length, are eligible for a full refund. No refunds are given on the 8th or subsequent days of the course. If the student elects to repeat the course, full tuition for the retaken course will be charged.</p>

WL (Withdrawal Military Leave)	“WL” indicates that a student has taken a Leave of Absence due to Military Deployment before the course end date. Students returning from a Military Leave of Absence may continue in the course where left off without paying course tuition again. When completed, the “WL” will be replaced by the final academic performance grade.
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Home > 05 - ACADEMIC POLICIES > Appealing a Final Grade

A student may appeal a final course grade if the grade posted does not reflect the grade earned or there were unforeseen, extenuating circumstances during the course. The appeal must be made through the appeals link to the faculty member from whom the grade was received. Appeals must be submitted, along with supporting documentation, no more than 10 calendar days after the student received notification of the final course grade. All appeals are reviewed by the applicable School Dean or designee. The appeal decision made under the authority of the Dean or designee is final.

Note: The final grade appeal process is not designed to accommodate issues such as, but not limited to, time management concerns, submission of an assignment after course end date, IT related issues, or job demands.

PROCEDURE: APPEALING A FINAL COURSE GRADE

Responsibility	Action
Student	<p>1. Appeals must be submitted no more than 10 calendar days after the student receives notification of the final course grade.</p> <p>If the student has not been migrated to the new course room, then he or she must go to the Student Portal and click on the Grade Appeal Link inside the Concerns Management Center box.</p> <p>a. Provide the required information, including the course number, course name, faculty name, the reason for the appeal, and the remedy or resolution being requested.</p> <p>b. Click on Submit.</p> <p>If the student has been migrated to the new course room, then he or she must go to the Grade Appeal link under the Office of Academic Affairs tab. Follow the instructions to begin the appeal.</p> <p>Notification- When an appeal is submitted, the student receives an automated message confirming submission. The applicable faculty member and the Dean or designee also receive notification.</p>
Faculty Member	<p>2. On receipt of notification, review the appeal and input your comments, within 5 business days.</p> <p>Notification – When the faculty member submits his or her response to the appeal, the School Dean or designee receives notification instructing him or her to review the response. The student also receives a copy of faculty member’s response.</p>

**Dean (or
Designee)**

3. On receipt of faculty member input regarding a grade appeal, review the corresponding appeal and input your decision, within 5 business days. NOTE: If the faculty member does not respond within allotted time, Dean will render final decision without faculty comments.

Notification- When the Dean or designee submits his or her decision, the faculty member, Registrar, and the Academic Advisor receive a notification to take appropriate action, if any. The student receives a message informing him or her of the final appeal decision.

Home > 05 - ACADEMIC POLICIES > Satisfactory Academic Progress

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

SAP Component Definitions

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

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

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

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

Program Type	Course Completion Rate	Minimum GPA	Maximum Timeframe
Bachelor's Degrees- 120 credit hours	No less than 66.66% of total course credit hours attempted	2.0	180 attempted credit hours

Post-Baccalaureate Certificate -12 credit hours	No less than 66.66% of total course credit hours attempted	3.0	18 attempted credit hours
Master's Degrees - 30 credit hours	No less than 66.66% of total course credit hours attempted	3.0	45 attempted credit hours
Master's Degrees - 36 credit hours	No less than 66.66% of total course credit hours attempted	3.0	54 attempted credit hours
Post-Master's Certificate - 18 credit hours	No less than 66.66% of total course credit hours attempted	3.0	27 attempted credit hours
Education Specialist (EdS) -33 credit hours	No less than 66.66% of total course credit hours attempted	3.0	49.5 attempted credit hours
Doctoral - 54 credits hours	No less than 66.66% of total course credit hours attempted	3.0	81 attempted credit hours
Doctoral - 60 credit hours	No less than 66.66% of total course credit hours attempted	3.0	90 attempted credit hours

Treatment of Courses and Credits

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

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

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

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

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

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

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

Evaluation Schedule

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

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

SAP Evaluation Statuses

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

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

Academic Probation – A student is in an Academic Probation status when he/she did not regain Good Standing after being placed on an Academic/Financial Aid Warning. If the student wishes to maintain his/her financial aid, he/she will need to submit an Appeal. See below for directions on the Appeal process. All students in Academic Probation status will be placed on an Academic Plan that

includes monitoring. If the student fails to follow the Academic Plan, he/she will be Academically Dismissed. If SAP is met by the next scheduled evaluation period and the Academic Plan was successfully followed, the student will regain Good Standing status.

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

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

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

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

Right to Appeal

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

- For federal financial aid to continue after the student has been placed on Academic Probation, or
- For an extension when it has been determined that a student cannot complete his or her program within the allowed attempted credit limits per their individual

program requirements and will need more time to complete their degree program, or

- To get permission to make a substantial change of program if he/she has already made a substantial change once, or
- To be reinstated in the University and his/her program of study after being Academically Dismissed. All Academic Dismissal Appeals must be submitted within 10 calendar days of the dismissal notification.

Students must be able to regain good standing status by the next SAP evaluation point. Appeals by students who cannot mathematically attain good standing by the next evaluation point will not be considered.

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

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

For consideration, students should provide the following:

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

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

Home > 05 - ACADEMIC POLICIES > Time Limits for Degree Completion

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

Satisfactory Academic Progress (SAP) is a standard by which Northcentral University measures students' progress toward completion of a degree or certificate program. The three components of SAP are Grade Point Average (GPA), Course Completion Rate (pace), and Maximum Time Frame. For Academic Maximum Time Frame, NCU sets the deadline in calendar years. SAP Maximum Time Frame rules will supersede Academic Maximum Time Frame when it comes to financial aid eligibility.

SAP Maximum Time to Completion

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

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

Program Type	Course Completion Rate	Minimum GPA	Maximum Timeframe
Post-Baccalaureate Certificate -12 credit hours	No less than 66.66% of total course credit hours attempted	3.0	18 attempted credit hours
Master's Degrees - 30 credit hours	No less than 66.66% of total course credit hours attempted	3.0	45 attempted credit hours
Master's Degrees - 36 credit hours	No less than 66.66% of total course credit hours attempted	3.0	54 attempted credit hours
Post-Master's Certificate - 18 credit hours	No less than 66.66% of total course credit hours attempted	3.0	27 attempted credit hours
Education Specialist (EdS) -33 credit hours	No less than 66.66% of total course credit hours	3.0	49.5 attempted credit hours

	attempted		
Doctoral - 54 credits hours	No less than 66.66% of total course credit hours attempted	3.0	81 attempted credit hours
Doctoral - 60 credit hours	No less than 66.66% of total course credit hours attempted	3.0	90 attempted credit hours

Academic Maximum Time to Completion

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

Program Type	Maximum Timeframe
Bachelor's Degrees	180 attempted credit hours
Master's Degrees - 36 credit hours or less	5 years
Master's Degrees - More than 36 credit hours	6 years
Certificate of Advanced Graduate Studies (CAGS)	2 years
Education Specialist Degree (EdS)	5 years
Doctoral Degrees - 60 credits hours or less	7 years
Doctoral Degrees - More than 60 credit hours	8 years

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

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

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

Home > 05 - ACADEMIC POLICIES > **Dropping a Course**

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

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

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

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

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

Leaves are only available to students who have provided their official transcripts and have been officially admitted to the university, are currently in active status and have proceeded beyond the drop period in at least one course since beginning their program of study. Students on approved ALOA who receive Federal Financial Aid are not considered withdrawn, and a return of funds is not required. Students may not receive Federal Financial Aid disbursements while on an ALOA.

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

[Requesting an ALOA](#)

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

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

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

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

[Length of Leave](#)

The permissible length of each ALOA is evaluated on a case-by-case basis by the Academic Liaison. Calendar days are used to calculate the length of time a student spends on ALOA, and the maximum number of calendar days permissible in any case

is 90 per ALOA. The allowed length of the ALOA will be determined during the approval process by the Academic Liaison based on the circumstances of each leave requested.

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

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

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

Number of Leaves

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

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

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

Access to University Resources during Leave

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

When doctoral candidates are not actively enrolled in a course, they have limited communication with NCU support staff and may not engage in certain activities related to their research. Specifically, doctoral candidates must be actively enrolled in a course to have contact with their dissertation chair. Doctoral candidates must also be actively enrolled in a dissertation course with NCU 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.

Return from Leave

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

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

Home > 05 - ACADEMIC POLICIES > Military Leave of Absence

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

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

Leave Duration

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

Example:

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

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

Courses in Progress

Students going on military leave are given a WL grade for all in-progress courses. Such MLOA students are considered in Leave status. When they return from their critical military duty, the student is reissued the course(s), with the same faculty if available. Students on military leave return to their studies without incurring financial penalty. Satisfactory Academic Progress is not negatively affected by a WL grade. In addition, time away while on an approved MLOA is not counted in the calculation of a student's

maximum timeframe for their program if the student has been continuously enrolled and is in good standing.

Additional Guidelines

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

Students have the right to withdraw from the University at any time. Northcentral University team members who receive a student request to withdraw from the University will process the request on behalf of the student using the date they received the student's request as the Request Date. The Registrar issue a "W" grade if the last day to withdraw without academic penalty, as stated in the student's Course Registration Information (CRI), has not passed. Students who withdraw after 60 days for 12 week courses or 40 days for 8 week courses will receive a letter grade, A through F, (or S or U for designated courses), based on all work required for the course. For those students who withdraw after 71% of the course duration, unsubmitted assignments will be issued an "F" grade, and the grade on all unsubmitted assignments will factor into the final course grade issued after withdrawal. The Registrar will notify:

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

Refunds

See the [Refund Policy and Procedure](#) for detailed information.

Readmission

See the [Readmission Policy](#) for detailed information.

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

All Schools: Golden Key International Honor Society

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

Additional information is available at www.goldenkey.org

School of Education: Kappa Delta Pi

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

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

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

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

School of Business: Alpha Phi Sigma

- Alpha Phi Sigma is the only National Criminal Justice Honor Society for students in the fields of criminal justice, homeland security and criminal justice related fields.
- The Society recognizes academic excellence of undergraduate and graduate students of criminal justice/homeland security specializations.

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

Department of Marriage and Family Sciences: Delta Kappa International

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

Time Limits

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

Degree Requirements

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

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

Diploma Application and Degree Conferral

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

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

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

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

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

Honors

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

- Summa Cum Laude (with highest honors) GPA 4.00
- Magna Cum Laude (with high honors) GPA 3.75 - 3.99
- Cum Laude (with honors) GPA 3.50 - 3.74

Diplomas and Certificates

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

Northcentral University uses a third-party vendor to print and ship diplomas and certificates on a monthly basis. If a student is degree conferred during the last week of the month, they will be included in the next calendar month's diploma order

NCU provides students with one free diploma and diploma cover upon completion of the degree conferral audit and approval process. Students may request duplicate diplomas. There is a \$50.00 order-processing fee for each additional diploma and cover.

Commencement Ceremony

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

Students may order their regalia from NCU's third-party regalia vendor. The third-party vendor's website and contact information is published on www.ncu.edu.

To participate in commencement activities:

- Bachelor's degree students must be within 9 credits of program completion by June 1st with a GPA of at least 2.0 and good financial standing with the University.
- Master's degree students must be within 9 credits of program completion by June 1st with a GPA of at least 3.0 and good financial standing with the University.

- Doctoral students must pass their dissertation defense by June 1st and be in good financial standing with the University.

Dissertation of the Year Award

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

Eligibility

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

Example: Dissertation must have been completed and approved between May 1st of 20XX and April 30th of 20XX.

To be eligible for the current year, nominations must be submitted to the Graduate School by May 1st. Nominations may be made by the dissertation chair. To nominate a dissertation for this award, a letter referencing the dissertation and indicating why it might merit an award should be submitted to graduateschool@ncu.edu.

[Home](#) > [06 - ADMINISTRATIVE POLICIES](#) > **Licensure and Certification**

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

Policy

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

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

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

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

Appeals

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

Home > 06 - ADMINISTRATIVE POLICIES > Appealing Academic Dismissal

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

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

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

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

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

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

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

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

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

PROCEDURE: Responding to Alleged Violations of Code of Conduct

Responsibility	Action	
Faculty and/or Team Members	1. When an alleged violation occurs, complete the Suspected Code of Conduct form and forward it to the Dean of the appropriate School.	
Dean	2. Review the Suspected Code of Conduct Violation Form and supporting documentation. Within 5 days of receiving Investigation Report and materials, authorize one of the following subsequent courses of actions as appropriate.	
	IF:	THEN:
	<ul style="list-style-type: none"> The issue is not substantiated, 	<ul style="list-style-type: none"> Take no action.
	<ul style="list-style-type: none"> The issue proved substantiated but does not warrant a formal charge (NCU has an official Warning Letter), 	<ul style="list-style-type: none"> Send a Warning Letter to alert the offender that continued or similar behavior in the future may result in a formal charge of violation of the Code.

	<ul style="list-style-type: none"> • The issue is proved substantiated and warrants a formal charge due to the seriousness and/or repeat violations (NCU has an official Charging Letter), 	<ul style="list-style-type: none"> • Send a Charging Letter to inform the offender of the charge. • Send communication in hard copy, by Compass Message or NCU email, and by personal email if available. • Provide the policy, details of the offense, and rebuttal directions.
Student	<p>5. If you choose to respond to the Charging Letter, you must do so within 10 days of the date of the Charging Letter:</p> <ul style="list-style-type: none"> ○ Response must be in writing to the Dean. ○ Response should include details regarding your position on the charge(s) as specified in the letter ○ If the individual would like to address the Student Code of Conduct Committee, that desire must be stated in writing along with a contact telephone number. ○ The individual will have the 10 minutes before the Committee meets to state his or her position verbally. (The time is not intended for open discussion but the individual should be prepared to answer questions posed by the Committee in clarifying the events.) ○ Once completed, the call will be terminated and the Committee will discuss. 	
Code of Conduct Committee	<p>6. Evaluate relevant documentation and render a final decision in writing, including the appropriate sanction(s).</p>	

Dean	7. Write a letter to the individual informing him/her of the outcome and have it delivered in hard copy, by Compass Message or NCU email, and by personal email if available.	
	8. Place a copy of the notification letter in the student record and send copies to the Registrar and Office of Legal Affairs.	
	9. Notify the appropriate area(s) to ensure the Committee's decision is enforced.	
	DECISION IS FINAL: All Committee decisions are final and there are no additional appeal provisions.	
	<i>IF Committee determines:</i>	<i>THEN:</i>
<ul style="list-style-type: none"> • Expulsion is the appropriate sanction for the behavior, 	<ul style="list-style-type: none"> • Automatically escalate the recommendation for a second review to Executive Team. 	

Northcentral University's Commitment to Academic Integrity

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

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

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

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

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

Scope of Policy

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

- Discussion postings
- Exams
- Signature assignments
- Course papers
- Comprehensive exams
- Written assignments using outside source information
- Dissertation documents (concept papers, proposals and final reports).

Use of Text Matching Service

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

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

Self-plagiarism

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

Home > 07 - ETHICAL CONDUCT > Acceptable Use of Information Technology

Policy

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

When utilizing University IT resources, all institutional policies are in effect at all times. Any student, team member, or faculty member who abuses the privilege of Northcentral facilitated access to student or faculty portals, e-mail, or the Internet may be denied access to and, if appropriate, be subject to disciplinary action, up to and including termination or dismissal from the University.

Scope

The scope of this policy includes any and all use of institutional IT resources, including but not limited to, the student and faculty portals, computer systems, phones, email, the network, network resources, and University Internet and Intranet connections.

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

Restrictions and Prohibitions on Use and Access

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

- Never share your logon ID and/or password with any other person. No internal department or team member including IT and HR, should ask for a user's logon ID credentials (username / password).
- Do not reveal Northcentral University network or system access passwords to others, including family, friends, or other members of the household when working from home or remote locations.
- Do not access a computer account that belongs to another team member, faculty member, student or department.
- Use only your assigned logon ID and password; you are responsible for all activity under your logon ID.
- Report any known or suspected compromise of your logon ID to the Northcentral Information Technology Department.
- Anytime team members leave their desks/work area, they shall lock their desktop/PCs (in windows cntrl+alt+delete and press enter).
- Unauthorized attempts to circumvent data security schemes; identify or exploit security vulnerabilities; or decrypt secure data are prohibited.
- Attempting to monitor, read, copy, change, delete or tamper with another user's electronic communications, email, files or software is prohibited.
- Knowingly or recklessly running or installing (or causing another to run or install) a program (such as a "worm" or "virus") intended to damage or place an excessive load on a computer system or network is prohibited.
- Forging the source of electronic communications, altering system data used to identify the source of messages or otherwise obscuring the origination of communications is prohibited.
- Any use that violates federal, state, or local law or regulation is expressly prohibited.
- Knowing or reckless interfering with the normal operation of computers, peripherals or networks is prohibited.
- Deliberately wasting computer resources, including bandwidth, disk space, and printer paper, or running or installing games or other unauthorized software on institutional computers is prohibited.
- Using the institution network to gain unauthorized access to any computer system is prohibited.
- Downloading Northcentral information, especially Northcentral confidential information, onto any external hard drive, disk, or other storage device is prohibited, unless specifically for work purposes.
- Performing any of the following is prohibited: port scanning, security scanning, network sniffing, keystroke logging, or other IT information gathering techniques when not part of user's job function
- Any use of the Northcentral University Web sites for product advertisement, except those endorsed by the University, is prohibited.
- Any use of the Northcentral University Web sites for political lobbying is prohibited.
- All communications accessible via the Northcentral University Web sites, such as the Bulletin Board, Discussion Forums and any other communication tools, will reflect professionalism, respect for others and appropriate language.

Password Standards

Students must have valid login and password credentials to access their Student Portal. Passwords for student accounts must be a minimum length of eight (8) characters and meet three of the following conditions:

- English uppercase characters (A through Z)
- English lowercase characters (a through z)
- Base 10 digits (0 through 9)
- Non-alphanumeric characters: ~!@#%&*_+ = ` \ () { } [] ; : " ' < > , . ? /

NOTE: For greater security, passwords should not be based on personal information (e.g., names of family, birthdates, etc.) or complete words or phrases in any language, slang, dialect, or jargon.

Passwords expire every 90 days and cannot be reused for 365 days (one year) from the date of expiration. Students with expired passwords will not be granted access to the Student Portal until they have successfully reset their password. Instructions for updating account passwords are available through the Student Portal login/password reset feature.

Copyright Infringement

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

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

- Copying and sharing images, music, movies, or other copyrighted material using Peer-to-Peer (P2P) file sharing or unlicensed CD's and DVD's;
- Posting or plagiarizing copyrighted material; and
- Downloading copyrighted files which the user has not already legally procured.

Violations and Penalties under Federal Law

Anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

Institutional Sanctions for Copyright Infringement

Students are expected to conduct themselves professionally and refrain from acts of misconduct set forth in the Student Code of Conduct. Suspected acts of misconduct or violations related to copyright infringement and P2P file sharing should be reported to the appropriate authority for review. Substantiated violations may result in disciplinary sanctions, up to and including expulsion from the University.

Fair Use of Copyrighted Material

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

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

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

Students should refer to the Acceptable Use of Information Technology policy for additional policies and procedures related to copyright infringement – including Peer-to-Peer (P2P) file sharing – institutional sanctions for student misconduct, and violations and penalties for copyright infringement under federal law.

1. Statement of Principles

Northcentral University (NCU) is committed to ensuring that all research involving human participants follows the ethical principles and requirements as set forth in the [Code of Federal Regulations \(45 CFR 46\)](#), [the Belmont Report](#), and [the Nuremberg Code](#).

2. Establishment of Institutional Review Board (IRB)

To support these principles, NCU has established an Institutional Review Board (IRB). The IRB reports to the Associate Dean, Graduate School. This institutional official will appoint the IRB Director and the IRB Chairperson and ensure sufficient resources and personnel are provided to the IRB in accordance with [45 CFR 46.103\(b\)\(2\)](#).

3. Signatory Official

The signatory official for Northcentral University is the Senior Vice President, Academic Affairs.

4. Authority of the IRB

All research proposals will be reviewed by the IRB. The IRB, not the researcher, will determine the necessary type of review (i.e. not human subjects research, Exempt, Expedited, or Full Board). If a study does not meet the federal definition of human subjects research as outlined in [45 CFR 46.102](#), the IRB will confirm this designation in writing, and no additional IRB oversight will be required.

The IRB will determine the risk level of a study as minimal risk or greater than minimal risk. Researchers may provide their own description of perceived risk factors. However, final determination of risk level is made by the IRB.

The IRB has the authority to review and approve, require modifications to, or disapprove all research covered by [45 CFR 46](#). In accordance with [45 CFR 46.112](#), research approved by the IRB may be subject to additional review by officials of the institution. These officials may approve or disapprove the research after an IRB approval, but they may not approve the research if it was first disapproved by the IRB.

In accordance with [45 CFR 46.113](#), the IRB shall have the authority to suspend or terminate approval of research that is not conducted in accordance with IRB requirements or that has been associated with unexpected serious harm to subjects.

5. Institutional Research and Course-Based Projects

The following types of institutional research do not require IRB review: internal research to evaluate institutional programs or determine institutional effectiveness, data collection and analysis for accreditation purposes, and reviews of course or instructor ratings. However, if these data are intended for publication or to contribute to generalizable knowledge, then the study requires IRB review.

All dissertation research must be submitted to the IRB for review. Students who are working on course projects that are *not* designed to contribute to generalizable knowledge do *not* need to submit to the IRB as these projects are not considered research proposals. NCU faculty and staff involved with designing course projects related to research are strongly encouraged to contact the IRB to verify that the projects will not require IRB oversight.

6. Unsupported Research

The following types of research applications will not be supported or approved by the NCU IRB:

- Research involving human subjects that is not in accordance with the ethical principles and requirements as set forth in the [Code of Federal Regulations \(45 CFR 46\)](#), [the Belmont Report](#), and [the Nuremberg Code](#).
- Research consisting of the implementation of behavioral, clinical, or medical interventions designed to alleviate a medical or mental health symptom or illness, if the researcher does not have a clinical license and does not have supervised training in patient care.
 - - If a researcher has a clinical license, the proposal can be approved provided adequate safeguards are in place to protect participants, as determined by the IRB.
 - If a researcher does not have a clinical license but the researcher has completed an adequate number of supervised hours with a relevant clinical population, the proposal can be approved provided safeguards are in place to protect participants. The IRB may require a licensed clinician to be present on-site or to perform the clinical interactions with participants.
- Food and Drug /FDA studies (e.g. medical devices, drugs, and food testing)
- Research conducted with fetuses or neonates
- Research conducted with minors, of greater than minimal risk, with no potential for direct benefit to the minor
- Research conducted with pregnant women, if it involves greater than minimal risk or unknown risk to participant or fetus
- Research involving animals as subjects (NCU does not have an Institutional Animal Care and Use Committee)

7. Researcher Responsibilities

Researchers are responsible for compliance with this policy. Primary responsibilities include:

- All researchers must complete the NCU required Collaborative Institutional Training Initiative ([CITI](#)) course modules. These modules review rules, regulations, and the ethical practice of research. Researchers must ensure that every required and completed

module within the course is current (not more than two years old) while any research is conducted at NCU. The IRB may require additional [CITI](#) modules if relevant to the research topic.

- Researchers must use the current IRB research application form. Failure to use the appropriate form will result in a return of the application without review.
- Researchers may not obtain data for purposes of conducting research without IRB review and approval.
- Researchers may not access identifiable or legally protected information unless the IRB has approved a procedure to obtain appropriate authorization from each participant. Researchers must provide evidence to the IRB that the information will be obtained in compliance with all applicable local, state, and federal laws, policies, and regulations related to privacy and confidentiality of legally protected information.
- Researchers may not contact potential participants about the research before IRB approval. For example, researchers may not advertise the study, may not discuss possible “future interest” with participants, and may not ask a third party to perform either of these roles on their behalf.
- Researchers may not conduct pilot tests without IRB approval. A pilot test involves data collection from human subjects; therefore it must be approved by the IRB before it begins.
- Researchers should conduct expert reviews of questions (or “field tests”) before IRB approval. In an expert review or field test, the researcher can ask for feedback on the clarity or applicability of data collection instruments or interview questions, but the researcher cannot ask individuals to complete the instrument or answer interview questions. If any data will be collected, even if those data will not be used in the final analyses, the study is considered a pilot test, and the IRB must review and approve that research before it begins.
- Researchers may not perform any procedure, intervention, or data collection for future research purposes and then retrospectively deem those data “archival” and not in need of appropriate safeguards to participants (including consent).
- Researchers must submit an IRB application if they intend to change or modify an approved application. The modification request must be approved by the IRB *before* any changes are implemented in the research.
- Researchers must contact the IRB to report any injuries, problems, or complaints from participants within 24 hours of occurrence.
- Researchers must fully disclose dual roles with sites or participants in their research application. This information is required for adequate risk assessment.
- When performing research with participants who live outside of the United States, it is the researcher’s responsibility to know and comply with local laws, research regulations, and requirements to obtain approval from the appropriate in-country ethics board. The IRB may request additional documentation as evidence of adequate compliance.
- Inclusion of NCU faculty, staff, students, or alumni as research participants may only be approved if the population of interest is NCU itself (not online learning in general), if the focus is on an internal process, if the researcher is NCU faculty or staff, and if an appropriate NCU official has granted written permission. When these criteria are met, the IRB may still require other substantive changes to protect participants.
- Researchers must submit an IRB application for continuing review of an approved IRB protocol before the expiration date on the NCU IRB approval letter if they intend to continue recruitment and/or data collection beyond the approved expiration date. If the continuing review is not yet approved by the IRB at the time of the approved expiration date, the researcher must confirm in writing that all study procedures have ceased, and

all study procedures may not resume until the IRB has completed the continuing review and approved the application for an extension with a new expiration date.

- Researchers must submit an IRB study closure form as soon as data collection is complete, all participant contact has ceased, and identifiers have been removed or separated from the data set.
- Student researchers working on their dissertation may not submit an application to the IRB until the final Dissertation Proposal is approved by the committee and Chair.
- Student researchers must be enrolled in an active dissertation course with NCU while any recruitment, consent, and data collection are in-process.

8. Additional Responsibilities for Faculty

Faculty who are supervising research must:

- Be current (completion dates are not more than two years old) in NCU required modules and any elective and supplemental [CITI](#) training modules that apply to their own research or research they supervise.
- Review the student's IRB application for clarity and accuracy.
- Emphasize student awareness of and compliance with all aspects of this policy.
- Review and sign students' IRB applications and attest to their awareness of their supervisory responsibilities.

9. IRB Director Responsibilities

The IRB Director will:

- Ensure the IRB operates in a manner consistent with the statement of principles in section 1 of this policy.
 - Assist the IRB Chair with selection of members to the Full Board.
 - Assist the IRB Chair with operation of the Full Board, including facilitation of meetings when the IRB Chair is not able to be present.
 - Select and supervise IRB reviewers performing minimal risk reviews that are not assigned to the Full Board.
 - Oversee and document the selection of IRB membership that complies with the requirements set forth in [45 CFR 46.103\(b\)\(3\)](#) and [45 CFR 46.107](#).
 - Maintain written Standard Operating Procedures (SOPs) in accordance with [45 CFR 46.103\(b\)\(4,5\)](#).
 - Maintain, review, and update additional SOPs as needed to optimize the effective function of the IRB and delivery of timely reviews for researchers.
 - Maintain records in accordance with [45 CFR 46.115](#).
 - Facilitate IRB registration in accordance with [45 CFR 46 Subpart E](#).
 - Oversee NCU's Federalwide Assurance documentation, compliance, renewal, updates, and requests for applicable addenda (e.g. Department of Defense).
- Appoint IRB reviewers for a term of one calendar year. The appointment is renewed at the discretion of the Director, Institutional Review Board, Associate Dean, Graduate School, the Senior Vice President, Academic Affairs, and the Associate Dean or Department head to whom the reviewer reports.

10. IRB Chair Responsibilities

The IRB chair is appointed for a term one calendar year. The appointment is renewed at the discretion of the Associate Dean, Graduate School and the Senior Vice President, Academic Affairs.

The IRB Chair will:

- Schedule and facilitate Full Board meetings.
- Oversee completion of minutes of Full Board meetings.
- Collaborate with the IRB Director to communicate Full Board determinations to researchers.
- Coordinate review of resubmissions to verify conditions are met when the Full Board determination is “approval with conditions.”
- Assist with expedited review of minor modifications to studies previously approved by the Full Board in accordance with IRB Standard Operating Procedures.

11. IRB Member Responsibilities

IRB Members are appointed for terms of one calendar year. Appointments are renewed at the discretion of the IRB Chair and Associate Dean, Graduate School.

In accordance with [45 CFR 46](#), the IRB members will:

- Maintain awareness of community attitudes and promote respect for the IRB’s advice and counsel in safeguarding the rights and welfare of human subjects.
- Possess professional competence in research, except in the case of the non-scientist member(s).
- Remain knowledgeable about institutional commitments and regulations, applicable laws, and standards of professional conduct and practice.
- Recuse themselves from initial or continuing review of any project in which there is a conflict of interest, except to provide information as requested by the IRB.
- Maintain working knowledge of [45 CFR 46](#) and approve studies only when required items are met.
- Be current (completion dates are not more than two years old) in all NCU required, elective, and supplemental [CITI](#) training modules and the PRIM&R E-ROC course.
- Adhere to the Northcentral University Code of Conduct.

12. Appeals Process

If a researcher believes an IRB requirement is unduly restrictive and will greatly interfere with the feasibility of the research, the researcher should first informally discuss the concern with the IRB Director. If informal resolution cannot be reached, the researcher should submit a formal appeal letter to the IRB Director. The formal appeal letter must detail rationale for concerns and support proposed alternatives with reference to applicable university policy and federal regulation (i.e. [45 CFR 46](#)).

Appeals of expedited and exempt reviews will be reviewed and determined by the IRB Chair. Appeals for Full Board studies will be reviewed and determined by majority vote of the Full Board. IRB appeal decisions are not subject to further appeal.

13. Violations

Suspected violations of this policy should be communicated to the IRB Director immediately. The IRB Director will determine if a non-compliance investigation is warranted and initiate an investigation and corrective action plan when needed. Notification of initiation or findings and/or corrective action plan from a non-compliance investigation will be made to the researcher, dissertation committee Chair (when applicable), Associate Dean and/or Associate Director, and Dean, Graduate School. The IRB Director will notify appropriate institutional officials if made aware of violations of other NCU policies or local, state, or federal laws or regulations.

Corrective actions for IRB noncompliance may include, but are not limited to:

- Establishment of more frequent continuing reviews of IRB approved research
- Suspension or termination of IRB approved research
- Referral for a suspected Code of Conduct violation
- Restriction of access to sites or participant groups affected by noncompliance
- Other appropriate actions as determined by the IRB Director and/or Full Board

Student Responsibilities

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

Terms Governing Degree Programs

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

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

Home > 08 - STUDENT RIGHTS AND RESPONSIBILITIES > Well-being and Safety

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

- National Domestic Violence Hotline (800) 799-SAFE (7233)
- National Sexual Assault Hotline (800) 646-HOPE
- U.S. Department of Justice National Sex Offender Public Registry <http://www.nsopr.gov>
- Substance Abuse or Mental Health Treatment National Helpline (800) 622-HELP (4357)
- National Aids Hotline: (800) 243-2437
- National Suicide Hotline: (800) 273-8255
- Behavioral Health Treatment Services Locator <http://findtreatment.samhsa.gov/>
- Rape, Abuse & Incest National Network <http://www.rainn.org/get-information>
- National Center for Victims of Crime <http://www.victimsofcrime.org/>

Further, when requested by a victim, Northcentral University will facilitate changes in a victim's transportation and working situations, in addition to academic and living situations, as reasonable and appropriate.

Title IX Notice of Nondiscrimination

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

POLICY

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

Who to Contact

Inquiries concerning the application of Title IX for students may be referred to the University's Title IX Coordinator at TitleIXCoordinator@ncu.edu.

NCU Code of Conduct related to Harassment

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

Report it

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

Investigations

The NCU Title IX Coordinator maintains oversight for review and investigation of complaints of this nature. All investigations will adhere to practices set forth by Federal Guidelines.

Protection Against Retaliation

NCU strictly prohibits retaliation by an institution, officer, employee, or agent of an institution for exercising their rights under Federal Guidelines. Retaliation includes intimidation, threats, coercion, discrimination, or any other form of retaliation.

Privacy Statement

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

Student Educational Records

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

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

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

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

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

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

Procedure to Inspect and Retrieve Education Records

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

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

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

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

Education Records

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

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

Request to Correct Education Records

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

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

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

Disclosure of Educational Records

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

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

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

Directory Information

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

- Student's name
- Home address
- State or Country of residence
- Program(s) of study
- Dates of attendance
- Course Schedules
- Dates of admission
- Degrees, certificates and awards granted
- Award dates for degrees or certificates
- Enrollment status (*i.e.*, enrolled/active, future enrolled student, reentry, leave of absence, withdrawn)
- Undergraduate year (Freshman, Sophomore, Junior, Senior)*
- Honors or awards received
- Participation in activities officially recognized by NCU

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

Northcentral University will annually notify students of their rights under FERPA. Students may request nondisclosure of student directory information via a FERPA hold form, in writing, to the Office of the Registrar, Northcentral University, 8667 E Hartford Drive, Suite 110, Scottsdale, AZ 85255. Failure to request nondisclosure of directory information may result in disclosure of one or more of the above-designated categories of directory information.

*Undergraduate Year - For federal reporting purposes, the year of progress in an undergraduate program is designated according to the total number of semester credits earned towards their bachelor's degree, including units accepted in transfer (partial semester credits are rounded down):

- Freshman 0-24 semester credits
- Sophomore 25-48 semester credits
- Junior 49-72 semester credits
- Senior 73 or more semester credits

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

Complaint Procedure

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

Academic Advisors will coordinate and collaborate with required team members in pursuit of a student's required response. This ensures that the process is in accordance with policy and reviewed by the necessary parties required to properly address the issue at the appropriate institutional level.

Expected Escalation Levels for Resolution

1. First level - Academic Advisor/ Financial Services Advisor/ Faculty
2. Second level - Academic Liaison /Associate Director of Student Services
3. Third level - Director of Student Services/ Sr. Director of Student Services
4. Fourth level - Ombudsman or Legal Affairs (depending on the nature of the issue)

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

5. Fifth level - Grievance

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

(Note: Appeals of final grades must use the appeal process defined in "Appealing a Final Grade" in the Northcentral University Catalog. Review carefully the directives on appeals as often the decisions of Deans in these matters are not grieve-able. Other Appeals include but are not limited to: SAP, academic

dismissal, administrative dismissal, and re-admission. Students should refer to the catalog for details on advancing these types of appeals.)

Grievance Evaluation

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

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

Students may file a complaint with the [California Bureau for Private Postsecondary Education](#). A compliance 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

PROCEDURE: FILING A GRIEVANCE

Responsibility	Action
Student	<p>1. Create a written document outlining your concerns and evidence to support your assertion. Submit this documentation to your advisor who will review and share as appropriate based on a review of each unique situation. Documentation should include:</p> <ul style="list-style-type: none"> o The complaint; o Other methods of resolution that have been used unsuccessfully to resolve this issue; o Description of events leading to the grievance; o Remedy or resolution being requested. <p>Students are expected to allow for the due diligence of review and investigation to occur prior to submission of a follow-up or attempted escalation of the same problem.</p>
Office of the Ombuds/ Legal Services	<p>2A. If the issue requires an impartial review to determine possible solutions above and beyond the resources provided through other departments, the concern will be forwarded to the Ombudsperson or Legal Services to determine if additional parties at the functional level should participate in the review and resolution.</p>
	<p>2B. If it is determined that further escalation is appropriate, they will assign an investigator and conduct an investigation.</p>

	<p>3. Contact the student to determine understanding of the matter and to attempt informal closure. If that is not possible, continue the investigation.</p>
	<p>4. Share results of the investigation with the Provost for review and judgment if required.</p>
	<p>5. Communicate the outcome to the individual within 20 days (including weekends)* via email or share the decision in a telephone call. (Note: If execution of proper due diligence requires more than 20 days, the university will maintain regular contact with the student to ensure he/she is aware of the status of the investigation.)</p>
	<p>6. Provide copies of the communication to NCU departments as appropriate. Decisions made at this level are final and cannot be grieved or appealed.</p>

Enrollment Services is comprised of the following teams:

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

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

Home > 09 - STUDENT SUPPORT SERVICES > Academic Advising

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

Student Rights

Northcentral University takes seriously its obligations to provide disability services to qualified individuals as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and 2008.

Goal of ADA Regulations

The intent of the Americans with Disabilities Acts (ADA) is to mitigate potential classroom barriers related to an eligible disability so that the student has the opportunity to successfully achieve his or her academic goals. Students who are determined to meet eligibility definitions for accommodations are still expected to meet all academic and University performance standards and adhere to policies and Student Code of Conduct protocols as are expected of students without disabilities.

ADA Eligibility Definitions

The U.S. Department of Justice defines an individual with an eligible disability to be a person who:

- Has a physical, learning and/or mental impairment that substantially limits one or more major life functions (such as performing manual tasks, walking, seeing, hearing, speaking, breathing or learning)
- Has a documented record of a physical, mental, or learning impairment
- Is regarded as having a substantially limiting physical, learning and/or mental impairment. The documented impairment may be permanent, recurring or temporary (less than six months in duration.)
- Is "otherwise qualified" to perform the required course work with the assistance of academic accommodations which are determined on a case-by-case basis.

For more information, please visit www.ADA.gov.

Examples of common ADA accommodations include (but are not limited to):

- Speech-to-text software
- Extended time for assignments and/or quizzes/tests
- Alternative format textbooks
- Closed-captioning or transcripts of online videos

The Disability Services Office can not authorize the following:

- Extended breaks between courses or leaves of absence
- Special funding, discounts or waivers for course fees
- Vocational rehabilitation funding or scholarships
- Additional time to complete a program
- Waivers of Northcentral University policies, including admissions, academics or financial

Northcentral University will not grant an accommodation if the accommodation alters the academic standards of the program or would result in undue hardship to the University or threaten the health and safety of the student with a disability or other persons.

Student's Responsibilities

- Timely notification is a requirement of all requests and must be made by the student directly to Disability Services as soon as possible. The completed medical documentation must be received by the Disability Services Office and eligible students will receive reasonable accommodations. Accommodations will not be made retroactively.
- Accommodated students are expected to make academic progress as measured by successful and timely completion of academic work in accordance with NCU policies.
- The student is required to maintain contact with his faculty, academic advisor and Disability Services during the period of the academic accommodation.
- The student must speak with Disability Services Office before each course to ensure the appropriate accommodation is communicated with faculty and Advisors as needed.
- The student must abide by all University policies while accommodated, regardless of impairment. This includes admissions, attendance and financial responsibilities.
- Students must provide updated and/or clarifying disabilities documentation as requested by the ADA Program Coordinator.

Obtaining Assistance

Students enrolled in a course at Northcentral University should complete the process to request an ADA accommodation well in advance of the anticipated need for services and accommodations. From the time a student submits their documentation, it can take up to two weeks for an accommodation to be implemented.

- Students are asked to notify the Disability Services Office prior to enrollment in a course to allow time to collect the required documentation to establish an educational plan with a reasonable accommodation.
- Students having a temporary or sudden disability are asked to notify Disability Services Office at the on-set of the disability or as close to the onset as possible.
- Academic accommodations are not retroactive but rather are implemented once the student is determined to be eligible based on stated documentation and communication requirements.

The Disability Services Office can be reached at disabilitiesservices@ncu.edu (not case sensitive).

Granting Accommodations

The accommodation process is an interactive process between the student, the Disability Services Office and the School. After an appropriate accommodation is determined through dialogue and the review of the supporting documentation, the student will receive an ADA Accommodations Contract to review and agree to the ADA accommodation. Once the student agrees, the student's faculty member and academic advisor will be notified regarding the accommodation(s) that is approved for the student and how the accommodation(s) will be implemented.

Confidentiality

In accordance with privacy laws including FERPA and HIPPA regulations, only University team members with a legitimate need to know will have access to the details of an ADA file. Once a student is deemed eligible and has agreed to the negotiated accommodation, the ADA Program Coordinator will communicate the accommodation to the faculty and NCU team members as appropriate.

- Student services team members will not engage students about a disability.
 - If a student self-discloses a disability, the team member will acknowledge it and refer the student to the ADA coordinator.
 - Team members are not positioned to support requests for or determine eligibility of an ADA disclosure.
- Only team members who have a legitimate need to know the details of an ADA file including the disability and associated accommodation(s) will be given such information.
- Students will be referred to Disability Services Office upon disclosing a disability or asking for information regarding ADA accommodations and services.
- Documentation regarding the disability and requested accommodation will be accepted by Disability Services Office only.
- Non-ADA team members will not make any entries about a student's disability in NCU student systems.
 - Referrals of students can be denoted in the journal as "Referred to [Name of ADA Program Coordinator]."

ADA/Section 504 Grievance Procedure

Northcentral University has both informal and formal mechanisms for students and employees to resolve concerns about disability discrimination, denial of access to services, accommodations required by law, or an auxiliary aid they believe they should have received ("disability-related issues"). Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Informal Process

If a student or employee has concerns about a disability-related issue, the student or employee

should, but is not required to, in general, first discuss the matter with the ADA/504 Coordinator, or with the individual(s) most directly responsible, such as the faculty or Team member, who has made a determination regarding the student or employee's disability-related issue. If the student or employee chooses to speak first with the individual(s) most directly responsible, but the discussion does not yield an outcome acceptable to the student or employee, or if the circumstances of the complaint are such that it would be inappropriate for the student or employee to contact the individual responsible, the student or employee should, but is not required to, consult with NCU's ADA/504 Coordinator, who will attempt to facilitate a resolution.

If the ADA/504 Coordinator is not successful in achieving a satisfactory resolution, generally within ten working days from the date of the student or employee raised the disability-related issue, the ADA/504 Coordinator will inform the student or employee of her/his efforts, and his or her right to file a formal grievance.

Formal Grievance

Should a student or employee feel she or he has not been treated in a fair or professional manner with regard to access and accommodations, or feels they have been discriminated against on the basis of disability, they are encouraged to follow the procedures below.

If the grievance is not resolved at the informal level and the grievant wishes to pursue the grievance, grievances must be submitted no more than 10 business days after the grievant receives notification that the grievance has not been informally resolved. If the grievant did not pursue informal resolution, the grievance must be submitted no more than 10 business days of the date of the event giving rise to the grievance (e.g. disability accommodation decision or the alleged discriminatory act or incident). NCU will make appropriate arrangements to ensure that persons with disabilities are provided other accommodations, if needed, to participate in this grievance process. The ADA/504 Coordinator will be responsible for such arrangements. The grievance must be in writing and include the following:

- The grievant's name, address, email address and phone number
- A full description of the situation
- A description of the efforts, if any, which have been made to resolve the issue informally
- A statement of the requested remedy, e.g. requested accommodation or remedy to address the alleged discrimination

The ADA/504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The ADA/504 Coordinator will maintain the files and records of NCU relating to such grievances. These findings will be presented to the ADA Grievance Review Board (AGRB). The ADA Grievance Review Board (AGRB) will consist of a minimum of four committee members, including a Dean, the Director of Student Records, the Director of Student Services, and a member of Legal Affairs. If the grievant would like to address the AGRB directly, he/she must disclose this request in their

formal grievance submission and provide a contact number. All grievances are heard and decided upon by the ADA Grievance Review Board. The ADA/504 Coordinator will issue a written decision on the grievance no later than 30 days after its initial filing by the grievant.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Education, Office for Civil Rights.

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

Alumni Services

A graduate is a student who was awarded a degree from Northcentral University. As graduates, NCU alumni have continued access to a number of journals and databases in the NCU Library. Other alumni services include:

- Alumni Communities
- Alumni Events
- Distinguished Alumni Program
- Higher Degrees Alumni Magazine
- Student and Alumni Store

Further details about the NCU Alumni program can be found [here](#). Northcentral does not offer job placement assistance and cannot guarantee job placement upon program/course completion or upon graduation.

Disability/ADA Services

In compliance with the Americans with Disabilities Act, Northcentral University assists qualified students with the opportunity to gain equal access to information and course contact through a process called academic accommodation. With the assistance of an academic accommodation (usually a time extension), a student who is otherwise qualified should be as successful as a student without a disability. See the [Disability Services Office](#) section in this Catalog for additional information.

Student Financial Services

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

Registrar

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

Faculty Resource Center

The FRC's primary mission is to drive innovation in teaching and learning at NCU. To do so, the FRC will be responsible for the following:

- Develop and deliver the university's one-to-many faculty development offering;
- Lead university-wide research on the scholarship of teaching and learning;
- Evaluate innovative, cutting edge teaching and learning practices and inform the university of those practices;
- Serve the entire university as a communication and resource nexus for teaching and learning.

Instructional Design Services

Our Instructional Designers work with content experts in the Schools to develop the highest quality courses within our instructional technology environment, creating a dynamic learning environment with assignments that help students meet the course learning outcomes.

Academic Success Center (ASC)

Northcentral University's Academic Success Center (ASC) is the one-stop spot for all NCU academic support services. We invite you to use ASC services and resources to develop your skills as a self-directed learner and succeed in your program of study. The ASC provides academic coaching in scholarly writing, reading, statistics, and time management training through Attack Your Day. The ASC houses a library of resources for students and faculty on scholarly writing, critical thinking, academic integrity and APA formatting.

[Home](#) > [09 - STUDENT SUPPORT SERVICES](#) > **Student Success Tour**

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

Obtaining Required Course Materials

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

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

Northcentral University's online textbook supplier is RedShelf. Students having difficulty finding required textbooks and course materials may contact his or her Academic Advisor or email bookstore@ncu.edu for assistance. Books can be obtained through other vendors, and for those looking for alternate formats, such as e-texts, students should be aware that they need to purchase the correct edition of the book.

Northcentral University Library

The Northcentral University Library is committed to supporting the academic research needs of students, faculty and staff. The Library does this by providing timely, quality information resources and services such as reference and instruction, and the interlibrary loan service. Students also have access to highly qualified and experienced Library staff. Detailed information about the Library is outlined below.

General Services Provided by the Northcentral University Library

- **Research Databases** - Access to databases containing thousands of journals, magazines, newspapers, e-Books, dissertations, financial data, and other information resources are available in the Library.
- **Interlibrary Loan Service (ILL)** - Students needing articles, and book chapters not in the Library collection can submit an interlibrary loan request. Students can register for the ILL service by clicking the "Request Interlibrary Loan Items" link on the Library homepage. Students will need to utilize local libraries for print-only materials.
- **Ask a Librarian**- Students can receive library assistance by using the "Ask a Librarian" service. A link to the Ask a Librarian service is conveniently located at the top of the Library website. Questions are answered promptly.

- **Library Workshops** - Students can attend live workshops. The workshops provide in-depth information about using library resources and services. A schedule of events is published on the Library site and student announcement area. Students can register for workshops from the Library Workshops Schedule area, or if attendance to an event is not possible, recorded workshops are available from the Learn the Library page. Students are strongly encouraged to attend or view a Library workshop prior to beginning coursework.
- **Library Hours** - Library staff are available Monday - Thursday, 8 a.m. - 9 p.m. and Friday - Sunday, 8 a.m. - 5 p.m., Arizona time, excluding holidays.

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

Official Transcripts

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

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

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

Unofficial Transcripts

The unofficial transcript record is available free of charge to all students and alumni in good standing with the University by requesting it from the student or alumni web page.

The unofficial transcript is a downloadable document that is unsigned, and carries no school logo. The unofficial transcript will contain the University name, address and telephone contact information, and will be marked as an unofficial transcript issued to the student. A transcript legend page approved by the University Provost or designee is available as an optional printed page. All information fields are password protected and non-changeable. The University takes all necessary security measures to protect and secure the address, transcript status, course grades and legend information.

Unofficial transcripts will not be downloaded on the student's/alumnus' behalf, nor a paper copy created and mailed to the students and/or alumni. Students and alumni must download their own unofficial transcript.

As of June 22, 2012, Northcentral University requires applicants to its Bachelor degree programs to have completed all General Education requirements prior to enrolling in the University. See Basis of Admissions for further details. Effective February 10, 2014, NCU no longer offers general education courses as a means of teach-out for non-degree studies or for general education fulfillment.

General Education Bachelor's Degree Requirements

Northcentral University requires that students satisfactorily complete a minimum of 36 semester credit hours in general education for the bachelor's degree program. This requirement may be satisfied by the transfer of general education courses completed at the associate and bachelor's degree levels at approved postsecondary colleges and schools.

<i>Required General Education credits: 36</i>	
English Composition	6
College-level Mathematics	3
Humanities	6
Natural Sciences	6
Social/Political Sciences	6
General Education Electives (can fit any of the above categories)	9

Home > 11 - SCHOOL OF BUSINESS AND TECHNOLOGY MANAGEMENT > Mission, Vision, Pillars, and Objectives

Northcentral University's online BBA, MBA, MSOL, DBA, PHD-BA, PHD-OL and Certificate programs are *accredited by WASC Senior College and University Commission (WSCUC)*. In addition to regional accreditation from WASC Senior College and University Commission (WSCUC), *NCU's BBA, MBA, DBA, and PhD-BA degree programs in the School of Business and Technology Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP)*.

Mission Statement

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

Vision Statement

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

School of Business and Technology Management Pillars

These three pillars support all Business and Technology Management degree programs and courses:

- Effective Leadership - knowledge, skill sets, and competencies
- Reflective Practitioner - critical thinking, analysis, and evaluation
- Effective Communication Skills - oral, written, computer, and interpersonal

School of Business and Technology Management Objectives

- Advance online technology to create online instruction and learning resources, to create a collaborative learning environment, and to assess progress and mastery of knowledge, skills, and competencies
- Provide online technology to create effective counseling and student services
- Advance online technology to deliver undergraduate, graduate, and doctoral instruction and learning in degree areas with accepted specializations identified as significant by organizations
- Prepare online technology to bridge the gap between academic theory and real-life practice in organizations through research designs and methods
- Promote online technology to include the 11 Common Professional Components (CPCs) in each course in an attempt to make business education more practical and multidisciplinary, and to integrate the following common professional components: marketing, finance, economics, ethics, accounting, management,

legal environment, statistics, global dimensions, information systems, and business policies of comprehension by integrating experience

- Advance online technology to facilitate cognitive and effective learning - knowledge, skills, and values - and a commitment to the common public good
- Promote online technology to engage in multidisciplinary leadership dialogue about the connection between how business courses, homeland security courses, and public administration courses are taught and how careers are developing
- Implement programs to improve brand recognition
- Promote innovative learning methods to provide students with the critical skills and knowledge needed to compete and serve within a diverse global public community

Description of Program

The Bachelor of Business Administration (BBA) program provides a broad and encompassing academic degree based on significant and substantial undergraduate level of exploration in two distinct specializations, general business and leadership. This program will prepare our undergraduates for employment and/or graduate school by offering a wide range of fundamental courses and specialized courses. This degree is designed as a bridge path that allows a student to transfer up to 12 credit hours (4 courses) to the MBA or MSOL programs (see BBA Specializations for additional information).

Bachelor of Business Administration Program Learning Outcomes

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

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

Basis for Admissions

Admission to the Bachelor of Business Administration program requires a conferred Associate of Arts (AA) or Associate of Science (AS) with a minimum of 60 transferrable credit hours which include 36 hours of general education, and/or conferred bachelor's level degree from a regionally or nationally accredited academic institution with a cumulative 2.0 grade point average (GPA) on a 4.0 scale.

General Degree Requirements

The Bachelor of Business Administration degree requires 120 semester credit hours.

- Grade Point Average of "C," 2.0, or higher.
- Official transcripts on file for all transfer credit hours accepted by the University.
- Official documents on file for basis of admission.
- All financial obligations to the University paid in full.

The University may accept a maximum of 90 semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited or approved college or university with a grade of "C" or better.

Credit Hour Requirements

- AA or AS Degree - 60 credit hours (must include 36 credit hours of General Education)
- Required Core Courses - 33 credit hours
- Bridge Specialization Electives - 12 credit hours
- *Undergraduate Electives – 12 credit hours
- Required Business Capstone Course - 3 credit hours

Total - 120 credit hours

* Undergraduate elective requirements may vary depending on previously completed coursework and transfer eligibility requirements.

Time to Completion

Normal time to completion for this program is 55 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying the minimum required transfer credits, can expect to finish in as little as 30 months.

BBA Foundational Degree Requirements

Business graduates are expected to have a basic knowledge of economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business. Business students share the 11 Common Professional Components (CPCs) required by ACBSP accreditation.

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

- Research Writing Competency - BBA students are required to show competency in writing skills for research purposes through their Northcentral University coursework.

- Computer Competency - BBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the fundamental and specialization requirements of each program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic Advisors can assist with any questions related to program requirements.

Graduate-level coursework completed in the BBA program must be completed with a grade of "B" or better to meet eligibility requirements to be applied to the applicable Master's degree program.

Required Foundations courses must be taken first and in sequence.

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

Business Core Courses: 33 credit hours

BUS4020-8	The Dimensions of Global Business
BUS4019-8	Ethics in Business
ACT4050-8	Managerial Accounting
BUS3001-8	Basic Business Law
BUS3003-8	Computer Information Systems

BUS3004-8	Economics
BUS4000-8	Essentials of Marketing
BUS4004-8	Supervisory Management
BUS4003-8	Money, Banking, and Business Finance
BUS4002-8	Essentials of Human Resources Management
BUS4025-8	Introduction to Business Statistical Analysis

Specialization Courses - 12 credit hours

Undergraduate Electives** - 12 credit hours

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

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

Business Capstone Course - 3 credit hours

SKS4001-8	Comprehensive Strategic Knowledge Studies Capstone*
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*SKS4001 is the last course students take within the BBA

BBA Specializations

The following BBA specializations are offered in the Undergraduate program:

- Business Management (Fast Forward Track to MBA)
- Business Leadership (Fast Forward Track to MSOL)

The BBA degree is designed as a Fast Forward Track to the Master of Business Administration or the Master of Science in Organizational Leadership if students decide to pursue a graduate degree. The specializations for this degree are comprised of graduate-level courses that may apply for the respective graduate degree program upon completion of the BBA.

Note: Graduate-level coursework completed in the BBA program must be completed with a grade of “B” or better to meet eligibility requirements to be applied to the applicable Master’s degree program.

Note: Enrollment in the BBA does not guarantee admission into a graduate program. Students must meet required Basis for Admissions (BFA) requirements as outlined in the University Catalog for specific masters degree programs.

Business Management Specialization

The Bachelors in Business Management degree specialization focuses on what business managers will face and need to know in the 21st century, how to manage a business by properly managing people and teams, and how to manage the day-to-day and long-term operations of a business.

Specialization Courses – 12 credit hours:

MBA5102-8	<u>Welcome to Changing Times in the 21st Century</u>
MBA5110-8	<u>Managing People and Teams</u>

MBA5121-8	Managerial Decision-Making
MBA5140-8	Operations Management

Business Leadership Specialization

The Bachelors in Business Leadership degree specialization focuses leadership theories and practices, leadership and organization strategy, dealing with crises and how to communicate, leading people, processes, and organizational health and managerial decision-making.

Specialization Courses – 12 credit hours:

MSOL5101-8	Leadership Theories and Practices
MSOL5103-8	People, Processes, and Organizational Health
MSOL5104-8	Leadership, Change, Crises, and Communication
MSOL5105-8	Leadership and Organization Strategy

Note: Courses taken to satisfy the core course requirements may not be counted toward these specializations.

Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Business specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admissions

Admission to the Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree may only occur once during a student's tenure.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Completion Period for Post-Baccalaureate Certificate

Normal time to completion for this program is 9 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement,

academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Northcentral allows 2 years to complete all Post-Baccalaureate Certificate.

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

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

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

Post-Baccalaureate Certificates

The Post-Baccalaureate Certificate in business at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- Financial Management
- Project Management
- General Business
- Entrepreneurship

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

Course Length

Post-Baccalaureate Certificate courses in the School of Business are eight weeks in length.

Post-Baccalaureate Certificate – Financial Management

This Post-Baccalaureate Certificate explores relevant financial analysis of financial and non-financial organizations. The focus is assessment of financial statements, foreign exchange issues, risk and investment management.

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

12 credit hours

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

Post-Baccalaureate Certificate – Project Management

This Post-Baccalaureate Certificate explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing professional disciplines. Students examine all aspects of company projects including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any organization. The Post-Baccalaureate Certificate provides curriculum for students aspiring to take on project management responsibilities. This Post-Baccalaureate Certificate focuses on risk management, procurement, and project monitoring and control.

12 credit hours

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

Post-Baccalaureate Certificate – General Business

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

Students must complete a minimum of 12 credit hours for the Post-Baccalaureate Certificate in General Business. Students must take at least two business courses from any of the business focused courses offered in the MBA program and may take an additional course from a Post-Baccalaureate Certificate offered in other fields (Psychology and/or Education) to fulfill their General Business certificate requirement.

Recommended Post-Baccalaureate Certificate Courses- 12 credit hours*

FIN5012-8	Corporate Finance
PM6004-8	Project Risk Management
HRM5008-8	Legal Issues in Human Resources Management

IB5012-8	International Economics
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Post-Baccalaureate Certificate – Entrepreneurship

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

12 credit hours

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

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

Master of Business Administration

Description of Program

The Master of Business Administration (MBA) includes exposure to a variety of business disciplines. Students in this program will critically analyze a broad range of theories, current trends, practices, and knowledge specific to their discipline.

Master of Business Administration Program Learning Outcomes

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

- Evaluate the health of an organization
- Effectively communicate - in media appropriate to purpose, occasion and audience - ideas and arguments associated with business issues
- Evaluate the challenges and opportunities presented by the global business environment
- Evaluate legal compliance, ethical concerns of stakeholders, and social responsibility in terms of their impact on the conduct of business
- Deliver effective business solutions

Basis for Admissions

Admission to the Master of Business Administration program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution (including the NCU BBA degree). In addition to these general requirements, MBA applicants have two options for entering the program:

1. **Direct Entry** - Individuals with a previously completed bachelor's degree in business from a regionally or nationally accredited academic institution may immediately begin the MBA program.

Note: Students who complete NCU's BBA bridge path in Business Management may be eligible to apply four graduate-level courses from the BBA program to the MBA program. Graduate-level courses completed in the BBA bridge path must be completed with a grade point average of 3.0 (grade of "B") or better.

2. **Evaluation Track** - Individuals who do not meet direct entry requirements will begin their degree plan with MBA5102-8 Welcome to Changing Times -- Business in the 21st Century, followed by SKS5001-8 Comprehensive Strategic Knowledge Studies, and upon successful completion of SKS5001-8 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 SKS5001-8 Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or student academic advisor.

Students who enter through the evaluation track and do not immediately test out of SKS5001-8 prior to having the course placed in their degree plan are not permitted to participate in the Accelerated MBA program.

MBA Degree Requirements

The Master of Business Administration requires 30 credit hours for degree completion. The MBA program includes 18 credit hours of foundational courses. The foundational courses are taken by all students regardless of their undergraduate degree to form and strengthen fundamental business skills. The next 9 credit hours in the program encapsulate a specialization aligned with a student's career goals and interests. Elective courses must be appropriate to the student's degree program. Students end the program with a 3 credit-hour capstone course.

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

- Research - MBA students are required to show competency in writing skills for research purposes through their Northcentral University coursework.
- Computer Competency - MBA students are required to use appropriate computer skills that are necessary in writing research papers. Students must be able to prepare documents using APA formatting and advanced word processing skills, such as the creation of title pages, abstracts, tables and figures, headers and footers, page breaks, tables of contents, and hanging indents.

Students assume full responsibility for understanding both the foundational, specialization, and capstone requirements of the program. Switching programs after completing coursework may result in reevaluation, monetary loss, loss of credit hours and/or the need to take additional credit hours. Students' Academic Advisors can assist with any questions related to program requirements.

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Business Administration for graduate course work completed at an external accredited college or university with a grade of "B" or better. See the [Transfer Credit Policy](#) for additional information.

Note: Students with a conferred BBA degree from NCU who complete graduate-level coursework with a grade of "B" or better to satisfy undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the BBA program to the MBA program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion for Master's Degrees

Northcentral University allows 5 years to complete all 30 credit hour master's programs.

Normal time to completion for this program is 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Accelerated MBA Program

Within the MBA program, the School of Business and Technology Management offers an Accelerated MBA scheduling track. The Accelerated MBA is not an alternative program, but is a scheduling option designed for students capable of completing an intense, fast-paced and highly challenging graduate course structure. Students considering the Accelerated MBA track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may interfere with course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MBA track will graduate in 12 months with a Master of Business Administration degree.

Like the non-Accelerated MBA, students are required to complete 30 credit hours, which include 18 credit hours of foundation course work, 9 credit hours of specialization course, and a 3 credit hour program capstone course. The second course, MBA5110-8, is staggered four weeks following the start of the first course, MBA5102-8. The last course in the Accelerated MBA track, MBA6010-8, starts four weeks following the start of MGT5002-8. All other courses are taken in pairs (see course schedule).

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

Any student transferring out of the Accelerated MBA track into the non-Accelerated MBA or vice-versa must work with his or her assigned Academic Advisor to complete

the process. Students in the non-Accelerated MBA can only transfer into the Accelerated MBA track within the first four weeks of the first course.

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

Course Schedule for Accelerated MBA

Master of Business Administration Specializations

MBA Specializations are offered in the following areas:

- Applied Computer Science
- Building Creativity
- Change and Innovation
- Computer and Information Security
- Corporate Social Responsibility
- Criminal Justice
- Entrepreneurship
- Financial Management
- General Business
- Health Care Administration
- Homeland Security
- Human Resources Management
- International Business
- Management
- Management of Engineering and Technology
- Management Information Systems
- Marketing
- Performance Improvement
- Project Management
- Public Administration
- Strategic Management

Course Length

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

MBA Course Sequence

Students who complete at least 9 semester credit hours in a single area of specialization at Northcentral University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. A specialization is not required and students may elect 9 credit hours of cross-discipline business courses. Elective courses must be appropriate to the student's degree program.

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

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

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS5001-8 after MBA5102-8 and before MBA5110-8.

Required Foundational Courses –18 credit hours

MBA5102-8	Welcome to Changing Times - Business in the 21st Century
MBA5110-8	Managing People and Teams
MBA5121-8	Managerial Decision-Making
MBA5130-8	Managing Business Finance

MBA5140-8	Operations Management
MBA5150-8	Innovation and Marketing

Applied Computer Science Specialization

Technology trends change rapidly, resulting in the need for companies to look for skilled professionals who possess advanced knowledge of contemporary applied computer science methods. Many advanced managerial roles exist in this dynamic field that require specialized management training, including technical project managers, lead programmers, lead systems administrators, and lead network administrators. The curriculum for the Master's program in Applied Computer Sciences is designed to provide preparation for professional careers with an emphasis in various technology management tracks for specialized job roles.

Applied Computer Science Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

CS5003-8	Computer Graphics
CS5005-8	Database Management
CS5013-8	Programming Languages
MIS5005-8	Network Management

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Building Creativity Specialization

This specialization is designed to provide students with knowledge that will enable them to think creatively about solutions to organizational issues. Student will be introduced to the need for creativity and the positive outcomes associated with it. Creativity allows for innovation and problem solving for organizational sustainability.

Building Creativity Courses* – 9 credit hours

Select 2 courses from the following, ENT5000-8 is required (9 credit hours):

ENT5000-8***	Innovation - the Entrepreneur and Intrapreneur
ENT5002-8	New Venture Formation
ENT5005-8	New Venture Business Plan Creation
IB5014-8	Cultural Environment of International Business

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

*** Required Course

Change and Innovation Specialization

This specialization is designed to provide students with knowledge of concepts and techniques in managing change and innovation. The specialization provides an in-depth examination of how positive change in organizations can affect productivity, efficiency, and organizational culture. This specialization develops competencies and skills for the business leaders to challenge the status quo by introducing and leading change in the competitive, global market place.

Required Change and Innovation Courses* – 9 credit hours:

MET5023-8	Managing the Research and Development Organization
MET5017-8	Emerging Technologies
MGT5016-8	Managing Change

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Computer and Information Security Specialization

The requirement for computer security knowledge increases as new techniques and technologies are developed. Threats to the strengths of the existing protections in systems and network perimeters must be constantly upgraded. This specialization enables students to examine realistic examples of the crucial links between security theory and the day-to-day security challenges to IT environments. The focus is to provide students the ability to ascertain the essentials of security threats, information assurance and security management in corporations. This specialization also examines the field of cyber-forensics including the dangers of cyber terrorism and the evolving U.S. policy response. At the end of the Computer and Information Security specialization, students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Computer and Information Security Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

CIS5000-8	Introduction to Computer Security
CIS5002-8	Corporate Computer and Network Security
CIS5003-8	Cyber Forensics: Collecting, Examining, and Preserving Evidence of Computer and Information Crimes
CIS5004-8	Introduction to Systems Certification and Accreditation
CIS5005-8	Cyber terrorism, Information Warfare, and Critical Infrastructure Protection

CIS5008-8	Risk Management in Information Assurance and Security
CIS5009-8	Legal and Ethical Issues in Information Security
CIS5010-8	Contingency Planning and Disaster Recovery for the Security Professional

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Corporate Social Responsibility Specialization

This Specialization helps students to develop tools for applying socially responsible principles to current business environments. Students will identify emerging social and environmental issues, evaluate stakeholder interests, and generate strategic responses and sustainable implementation plans.

Corporate Social Responsibility Specialization Courses* – 9 credit hours

Select 2 courses from the following, ENT5004-8 is required (9 credit hours):

CIS5009-8	Legal and Ethical Issues in Information
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	Security
ENT5004-8***	Sustainable Business Practices
MGT5019-8	Ethics in Business
MGT5027-8	Legal Implications in Management

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

*** Required Course

Criminal Justice Specialization

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

Criminal Justice Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

CJ5101-8	Welcome to Introduction to Criminal Justice
CJ5002-8	Juvenile Offender
CJ5004-8	Organized Crime
CJ5006-8	Drugs, Values and Society
CJ5007-8	Current Issues in Law Enforcement
CJ5011-8	Survey of Forensic Sciences

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Entrepreneurship Specialization

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

Entrepreneurship Specialization Courses* – 9 credit hours

Select 3 courses from the following (9 credit hours):

ENT5000-8	<u>Innovation – The Entrepreneur and Intrapreneur</u>
ENT5001-8	<u>Strategic Market Assessments</u>
ENT5002-8	<u>New Venture Formation</u>
ENT5003-8	<u>Venture Capital and Private Equity</u>
ENT5004-8	<u>Sustainable Business Practices</u>
ENT5005-8	<u>New Venture Business Plan Creation</u>

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Financial Management Specialization

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

Financial Management Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

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

FIN5018-8	Accounting for Nonprofit Organizations
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*Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

General Business Specialization

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

Students must complete a minimum of 9 credit hours for the specialization in General Business and take the program capstone course. Students may take business courses at the 5000 and 6000 level to fulfill their specialization requirements.

Recommended courses for the general business specialization are below. Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. However, students are encouraged to choose their elective courses based on personal and professional goals, and to work with their Academic Advisor to revise their degree plan.

General Business Specialization Courses* – 9credit hours

Select 3 courses from the following list (9 credit hours):

FIN5012-8	Corporate Finance
HRM5004-8	Supervisory Concepts and Practices

IB5012-8	International Economics
ENT5000-8	Innovation – The Entrepreneur and Intrapreneuer

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Health Care Administration Specialization

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

Health Care Administration Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

HCA5012-8	Health Care Financial Management
HCA5013-8	Health Care Legal and Ethical Issues

HCA5014-8	Health Care Policy Analysis and Development
HCA5015-8	Health Care Administration Principles and Practices
HCA5017-8	Total Quality Management in Health Care
HCA5021-8	Comparative Health Care Systems

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Homeland Security Specialization

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

Homeland Security Specialization Courses* – 9 credit hours

Select 3 courses from the following (9 credit hours):

HS5101-8	Welcome to Introduction to Homeland Security
HS6001-8	Homeland Security Transportation
HS6002-8	International Crime and Terrorism
HS6003-8	Homeland Security Risk Management
HS6020-8	Maritime Terrorism

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Human Resources Management Specialization

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

Human Resources Management Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

HRM5001-8	Recruitment and Human Resources Information Systems
HRM5002-8	Compensation Issues in Human Resources Management
HRM5003-8	Labor Relations
HRM5004-8	Supervisory Concepts and Practices
HRM5008-8	Legal Issues in Human Resources Management

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

International Business Specialization

This specialization covers the essential elements required to understand and manage multi-national and international organizations. Individuals interested in international

management positions and/or teaching in post-secondary institutions of higher education at home and abroad would benefit from this program. The specialization focuses on international law, economics, marketing, TQM in International Business, and strategic management to prepare individuals as leaders and managers in the international context.

International Business Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

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

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Management Specialization

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

Management Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

MGT5000-8	Business Organization and Management
MGT5002-8	Marketing Management
MGT5007-8	Strategic Management
MGT5010-8	Leadership in Organizations
MGT5016-8	Managing Change
MGT5022-8	Organizational Development
MGT5025-8	Total Quality Perspectives in Management

MGT5027-8	Legal Implications in Management
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*Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Management of Engineering and Technology Specialization

This specialization focuses on issues relating to principles of productivity, quality management, improving productivity through technology, and environmental systems management. The final specialization project will assess competencies learned within the previous specialization courses.

Management of Engineering and Technology Specialization Courses* – 9 credit hours

Select 3 courses from the following (9 credit hours):

MET5000-8	Principles of Productivity
MET5002-8	Applied Systems Theory
MET5010-8	Quality Management
MET5016-8	Improving Productivity Through Technology

MET5017-8	Emerging Technologies
MET5020-8	Management of Technology
MET5023-8	Managing the Research and Development Organization

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Management Information Systems Specialization

This specialization focuses on development and management of information systems, data, telecommunication systems, and LAN/WAN networks, from both a management and computer system perspective. This curriculum is designed for administrators, managers, and consultants using computer information systems to enhance the management process and business outcomes. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Management Information Systems Specialization Courses* – 9 credit hours

Select 3 courses from the following (9 credit hours):

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

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Marketing Specialization

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

Marketing Specialization Courses* – 9 credit hours

Select 3 courses from the following (9 credit hours):

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

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Performance Improvement Specialization

This Specialization helps students to analyze workplace issues, determine the need for organizational change, and then plan and implement the needed change. Students learn how to apply foundational principles to teams, systems, processes, and organizations in order to build programs and deliver customizations that make them function more efficiently and effectively.

Performance Improvement Specialization Courses* – 9 credit hours

Select 2 courses from the following, MET5000-8 is required (9 credit hours):

MET5000-8***	Principles of Productivity
MET5010-8	Quality Management
MET5016-8	Improving Productivity through Technology
MGT5025-8	Total Quality Perspectives in Management
MKT6001-8	Product Management
PM6012-8	Management of Multiple Projects

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

*** Required Course

Project Management Specialization

This specialization explores principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Project Management is one of the fastest growing

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

Project Management Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

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

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Public Administration Specialization

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

Public Administration Specialization Courses* –9 credit hours

Select 3 courses from the following (9 credit hours):

PUB5000-8	Introduction to Public Administration
PUB5002-8	Government and the Public Interest
PUB5005-8	Public Budgeting and Finance
PUB5007-8	Quality Management in Public Administration
PUB5009-8	Public Program Evaluation

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

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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**The Program Capstone Course must be completed as the last course in the degree program.

Strategic Management Specialization

This specialization is designed for the student to develop the knowledge and understand the importance of strategic management in order for their organization to maintain a competitive advantage and sustainability through continuous strategic planning, decision-making, monitoring, analysis, and assessment of the global, technology, and social environment in a constantly changing marketplace and international economy. This specialization applies proper strategic management understanding through the formation of leadership skills, short and long-term goal setting for the organization, understanding organizational strengths and weaknesses, problem solving expertise, and strategic resource allocation.

Required Strategic Management Courses* – 9 credit hours:

ENT5001-8	Strategic Market Assessment
IB5016-8	Global Business Strategic Management
MGT5007-8	Strategic Management

Program Capstone Course** – 3 credit hours

MBA6010-8	Strategic Planning
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****The Program Capstone Course must be completed as the last course in the degree program.**

Master of Science in Organizational Leadership

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.

Master of Science in Organizational Leadership Program 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 (MSOL) program requires a conferred bachelor's degree from a regionally or nationally accredited academic institution (including the NCU BBA degree).

Note: Students who complete NCU's BBA bridge path in Business Leadership may be eligible to apply four graduate-level courses from the BBA program to the MBA program. Graduate-level courses completed in the BBA bridge path must be completed with a grade point average of 3.0 (grade of "B") or better.

MSOL Degree Requirement

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

The University may accept a maximum of 12 semester credit hours in transfer toward the Master of Science in Organizational Leadership for graduate course work completed at an external accredited

college or university with a grade of "B" or better. See the [Transfer Credit policy](#) for additional information.

Note: Students with a conferred BBA degree from NCU who complete graduate-level coursework with a grade of "B" or better to satisfy required undergraduate specialization credit hours may be eligible to apply up to 12 graduate-level credit hours from the BBA program to the MSOL program. Please see the Bachelor of Business Administration program for program-specific course requirements.

Time to Completion for MSOL Degrees

Northcentral University allows 5 years to complete all 30 credit hour master's programs.

Normal 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 16 months.

Accelerated MSOL Program

Within the MSOL program, the School of Business and Technology Management 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 hour capstone program course. The second course, MSOL5102-8 is staggered four weeks following the start of the first course, MSOL5101-8. The last course in the Accelerated MSOL track, MSOL5010-8 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 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 (ALOs) 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 Schedule for Accelerated MSOL

Master of Science in Organizational Leadership Specializations

MSOL Specializations are offered in the following areas:

- Criminal Justice
- Health Care Administration
- Human Resources
- Nonprofit Management
- Project Management
- Public Administration

Course Length

Course lengths are 8 weeks long. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

MSOL Course Sequence

Students who complete at least 9 semester credit hours in a single area of specialization at Northcentral University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma.

All Master of Science in Organizational Leadership (MSOL) programs require the following fundamental courses be taken prior to enrolling in specialization courses:

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

Required Foundational Courses must be taken first and in sequence.

Required Foundational Courses – 18 credit hours

MSOL5101-8	Leadership Theories and Practices
MSOL5102-8	Ethics and Decision Making
MSOL5103-8	People, Processes, and Organizational Health
MSOL5104-8	Leadership: Change and Crises
MSOL5105-8	Leadership and Organizational Strategy
MSOL5106-8	Understanding Data

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

Criminal Justice Specialization

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

investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Criminal Justice Specialization Courses – 9 credit hours

3 courses (9 credit hours):

MSOL5201-8	Introduction to Criminal Justice
MSOL5202-8	Current Issues in Law Enforcement
MSOL5203-8	Survey of Forensic Sciences

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MSOL5110-8	Professional Project
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Health Care Administration Specialization

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

Health Care Administration Specialization Courses – 9 credit hours

3 courses (9 credit hours):

MSOL5301-8	Health Care Legal and Ethical Issues
MSOL5302-8	Health Care Policy Analysis
MSOL5303-8	Comparative Health Care Systems

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MSOL5110-8	Professional Project
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Human Resources Management Specialization

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

Human Resources Management Specialization Courses – 9 credit hours

3 courses (9 credit hours):

MSOL5901-8	Recruitment and Human Resources Information Systems
MSOL5902-8	Supervisory Concepts and Practices

MSOL5903-8	Legal Issues in Human Resources Management

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MSOL5110-8	Professional Project
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

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

Nonprofit Management Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

MSOL5801-8	The Nonprofit Sector: History, Trends, and Theories
MSOL5802-8	Nonprofit Strategic Management and Leadership
MSOL5803-8	Philanthropy and Fundraising in Nonprofits

MSOL5804-8	Nonprofit Board Governance and Management

*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MSOL5110-8	Professional Project
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Project Management Specialization

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

Project Management Courses – 9 credit hours

3 courses (9 credit hours):

MSOL5701-8	Project Risk Management
MSOL5702-8	Earned Value Project Management

MSOL5703-8	Management, Leadership and Team Building in the Project and Program Environment
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*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MSOL5110-8	Professional Project
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Public Administration Specialization

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

Public Administration Specialization Courses – 9 credit hours

Select 3 courses from the following (9 credit hours):

MSOL5111-8	Introduction to Public Administration
MSOL5112-8	Public/Government Relations

MSOL5113-8	Quality Management in Public Administration
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*The Program Capstone Course (3 credit hours) will be completed as the last course in the degree program.

MSOL5110-8	Professional Project
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Post-Master's Certificate

Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (a total of 18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Business program, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admission

Admission to the Post-Master's Certificate program requires a completed master's level or higher degree from a regionally or nationally accredited institution or university.

Scope

6 NCU Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a Northcentral University master's program cannot be applied towards a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Sequence

Specialization coursework completed as part of a doctoral degree, where a degree was conferred, cannot be applied towards a Post-Master's Certificate program.

- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Completion Period for Post-Master's Certificate

Normal time to completion for this program is 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Northcentral University allows 2 years to complete all Post-Master's Certificates.

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

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

EXAMPLE: Student obtains a Post-Master's Certificate through the School of Business, but wants to obtain a doctorate through the School of Psychology.

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

Post-Master's Certificates Offered by the School of Business

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

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

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

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

Course Length

As of August 1st, 2011, all new students enrolling in the Business Post-Master's Certificate program are automatically enrolled in courses that are eight weeks in length. Students whose Post-Master's Certificate program was in progress as of August 1st, 2011 will continue to be enrolled in courses that are twelve weeks in length. These existing Post-Master's Certificate students may opt to switch to eight-week courses by contacting their Academic Advisor. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

Post-Master's Certificate specialization courses are listed on the following pages.

Post-Master's Certificate - Advanced Accounting

This Post-Master's Certificate prepares students for careers in auditing, corporate accounting, and accounting positions in business, government and nonprofit organizations. Students will develop knowledge to pursue advanced positions in management, such as chief financial officer or controller, going beyond preparation of financial statements to calculate and analyze strategic business decisions.

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

18 credit hours

ACC7010-8	Advanced Accounting and Fraud Examination Techniques
ACC7020-8	Advanced Accounting for Non-Profit Organizations
ACC7025-8	Advanced Tax Strategies

ACC7030-8	Advanced Auditing Methods and Practice
ACC7000-8	Advanced Managerial Accounting
ACC8010CAGS-8	Advanced Accounting Capstone Project

Post-Master's Certificate - Criminal Justice

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

18 credit hours

CJ7002-8	Delinquency and Criminal Justice
CJ7009-8	Institutional Corrections
CJ7010-8	Effective Police Tactics, Techniques and Methodologies
CJ7011-8	Ethics and Criminal Justice
CJ7006-8	Illegal Maritime Narcotics and Migrant Smuggling

CJ8010CAGS-8	Criminal Justice Capstone Project

Post-Master's Certificate - Financial Management

This Post-Master's Certificate specialization explores the analysis of relevant financial and non-financial organizations. Topics covered include investment management, management of financial institutions, assessment of financial statements, and international financial issues. Administrators, managers and accountants who want to develop financial management skills will benefit from this Post-Master's Certificate. 18 credit hours

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

Post-Master's Certificate - General Business

The General Business Post-Master's Certificate program allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 18 credit hours for the Post-Master's Certificate in General Business. Students must take at least four doctoral level business content courses and may take up to two courses from the Post-Master's Certificate offered in other fields (Psychology and/or Education) to fulfill their General Business certificate requirements.

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

Recommended Certificate Courses* - 18 credit hours

FIN7012-8	Advanced Corporate Finance
HRM7004-8	Supervising in the 21st Century
IB7012-8	Global Economic Environment
MGT7029-8	Strategic Leadership
MGT7110-8	Leadership in Organizations
MGT8010DBA-8	Applied Management Capstone Project

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their General Business certificate courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Post-Master's Certificate - Health Care Administration

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

18 credit hours

HCA7012-8	Health Care Industry and Financial Management
HCA7013-8	Legal and Ethical Issues in Health Care Research Management
HCA7014-8	Advanced Concepts and Applications in Health Policy and Management
HCA7022-8	Health Care Strategic Management
HCA7019-8	Managerial Leadership within Managed Health Care Systems
HCA8010CAGS-8	Leadership and Policy

Post-Master's Certificate - Homeland Security - Leadership and Policy

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for positions of executive leadership in the

general field of homeland security. Curriculum covers terrorism, strategy, intelligence, emergency management and critical infrastructure security issues. The program also provides senior-level homeland security professionals the opportunity to apply theory and emerging concepts to real world issues through innovative approaches to complex problems.

18 credit hours

HS7000-8	Homeland Security and Terrorism
HS7004-8	Local Emergency Management and Civil Preparedness
HS7010-8	Transportation Security
HS7014-8	Strategy, Resiliency, and Coping with Fear
HS7013-8	Intelligence and Law Enforcement
HS8010CAGS-8	Homeland Security Leadership and Policy

Post-Master's Certificate - Management of Engineering and Technology

This specialization will benefit engineers and scientists moving toward technical management and leadership in engineering and technology fields. This Post-Master's Certificate focuses on principles of productivity, quality management, improving productivity through technology, and environmental systems management, integrating practical technical experience with management theory and practice. The final specialization project will assess competencies learned within the previous specialization course.

18 credit hours

MET7000-8	Fundamentals of Productivity
MET7015-8	The Impact and Process Optimization of Technology
MET7002-8	Applications of Systems Theory
MET7020-8	Strategic Technology Management
MET7029-8	Enterprise Project Management
MET8010CAGS-8	Management of Engineering and Technology Capstone Project

Post-Master's Certificate - Project Management

Administrative and management professionals who want to become proficient in project management will benefit from this specialization. This specialization focuses on applying principles, concepts, tools and techniques to improve project performance and organizational effectiveness. Curriculum provides training in planning, project control, effectively working with teams to improve performance, providing leadership, and delivering projects on time and on budget.

18 credit hours

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

Post-Master's Certificate - Public Administration

This specialization focuses on strategies needed to meet the challenges in government management at the local, state and federal levels. Curriculum includes post-graduate studies in public/government relations, public/urban politics and planning, and public health administration. Practicing public administrators as well as those seeking entry into public administration and related fields will benefit from this Post-Master's Certificate.

18 credit hours

PUB7000-8	Public Administration
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PUB7002-8	<u>Administrative Law</u>
PUB7005-8	<u>Public Budgeting and Finance</u>
PUB7012-8	<u>Technology in Public Administration</u>
PUB7014-8	<u>The U.S. Federal Government</u>
PUB8010CAGS-8	<u>Public Administration Capstone Project</u>

Doctor of Philosophy in Business Administration

Description of Program

The Doctor of Philosophy (PhD) program is a research-based program designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a leadership role in business, administration, and technology management. Upon completion of the PhD program, students are expected to have a broad knowledge in fields of business and technology management and an understanding of at least one specialized area of study. A Ph.D. requires *original ideas* about a specialized topic, as well as a high degree of *methodological/scientific rigor* (Nelson, & Coorough, 1994). As is traditional in higher education, a Ph.D. is only awarded for a piece of work that will actually make a difference to the theoretical context of the field *the Ph.D. dissertation is a new contribution to the body of knowledge*.

Doctor of Philosophy in Business Administration Program Learning Outcomes

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

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

Basis for Admissions

Admission to the Doctor of Philosophy in Business Administration program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a conferred master's degree from a regionally or nationally accredited academic institution. There are two options for entering the doctoral program in the School of Business and Technology Management.

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 SKS7001-8 Doctoral Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BTM7101-8 Foundations for Doctoral Studies in Business followed by SKS7001-8 Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS7001-8 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 SKS7001-8 Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or student academic advisor.

Doctor of Philosophy in Business Administration Specializations

The Doctor of Philosophy of Business Administration (PhD) program emphasizes leadership preparation by providing a broad-based knowledge in the field of business with an understanding of at least one specialization area of study. This program is based upon scientific inquiry and independent research to create original contributions to the body of knowledge in Business. PhD Specializations are offered in the following areas:

- Advanced Accounting
- Applied Computer Science
- Computer and Information Security
- Criminal Justice
- Financial Management
- Health Care Administration
- Homeland Security: Leadership & Policy
- Human Resources Management
- International Business
- Management
- Management of Engineering and Technology
- Management Information Systems
- Marketing
- Organizational Leadership
- Project Management,

- Public Administration
- One interdisciplinary Specialization:
 - - Industrial/Organizational Psychology (School of Psychology)

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

Students who complete at least 15 semester credit hours in a single area of specialization at Northcentral University (not counting fundamental courses) may elect to have the specialization recorded on their transcript and diploma.

Course Length

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

PhD Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

The PhD degree programs in business have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through Northcentral
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of a Comprehensive Exam
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution

- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies for PhD Programs

All PhD students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency** - PhD students are required to complete BTM7303, BTM8103-8, BTM8104-8, BTM8106-8, BTM8107-8, BTM8108-8 and BTM8109-8 at Northcentral.
- **Graduate-Level Statistics Competency** - PhD students are required to complete BTM8107-8 Statistics II at Northcentral.
- **Computer Competency**- Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Completion Period for Doctoral Degrees

Northcentral University allows a maximum of 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for this program is 50 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Doctoral Dissertation Process

Faculty assist each Northcentral University Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its

importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

PhD Doctoral Course Sequence

Credit Hours- The PhD program requires a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

The PhD in Business requires the following courses for every specialization:

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

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS7001-8 after BTM7101-8 and before BTM7300.

PhD Required Foundation Courses –12 credit hours

BTM7101-8	Doctoral Studies in Business
BTM7300	Scholarly Literature Review
BTM8104-8	Statistics I
MGT7019-8	Ethics in Business

The PhD in Business requires five specialization and six research courses, a total of 33 credit hours. Following completion of Foundational courses, Specialization, and Research courses must be taken in sequence as described.

	Specialization Course 1
BTM7303	Research Methods
	Specialization Course 2
BTM8103-8	Research Design
	Specialization Course 3
BTM8108-8	Qualitative Research Design
	Specialization Course 4
BTM8107-8	Statistics II
	Specialization Course 5
BTM8106-8	Quantitative Research Design
BTM8109-8	Planning Dissertation Research in Business

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Doctoral Comprehensive Examination (PhD) - 3 credit hours

CMP9500B	Doctoral Comprehensive Examination - Business (PhD)
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Dissertation Courses - 12 credit hours

DIS9501B	Doctoral Dissertation Research I*
DIS9502B	Doctoral Dissertation Research II*
DIS9503B	Doctoral Dissertation Research III*
DIS9504B	Doctoral Dissertation Research IV*

*Dissertation Research: A minimum of four dissertation research courses must be completed in order to complete the program.

PhD Specializations

Advanced Accounting Specialization

This specialization provides students with application of a broad accounting perspective and research based accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, business performance and forensic analysis. Students will be able to meet the demand for advanced analysis of management and organization of business transactions and statements related to the assets, liabilities, and operating results of business enterprises, nonprofit organizations, and higher education instruction.

PhD Specialization Courses for ACC**–15 credit hours

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

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

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

Applied Computer Science Specialization

Research and development is at the forefront of rapid changes in technology. To maintain a competitive edge, business and research institutions look for leaders who possess advanced knowledge of contemporary computer science methods. This specialization provides preparation for professional careers emphasizing research and development leadership and technology.

Required PhD Specialization Courses for CS –15 credit hours:

CS7005-8	Complex Database Management Systems
CS7009-8	Advanced Topics in Management Information Systems
CS7010-8	Advanced Topics in Network Communications
CS7014-8	Software Engineering Fundamentals for Technology Leaders
MIS7005-8	IT Network Architecture

Computer and Information Security Specialization

This specialization responds to the demand in business and industry for computer security professionals who are trained in cyber-terrorism, computer forensics and computer security. The specialization focuses on developing best practices for forensic investigations and evidence handling, federal and state privacy, intellectual property, search and seizure process, and cyber-

crime laws. Students study current techniques in data preservation, identification, and extraction and perform forensic analysis of systems using popular examination toolkits.

PhD Specialization Courses for CIS** –15 credit hours

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

CIS7002-8	<u>Organizations Corporate Computer and Network Security</u>
CIS7003-8	<u>Cyber Forensics</u>
CIS7005-8	<u>Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism</u>
CIS7006-8	<u>Foundations of Computer Network Auditing</u>
CIS7007-8	<u>Information Security and Outsourcing Computer Systems</u>
CIS7008-8	<u>Advanced Risk Management in Information Assurance and Security</u>
CIS7009-8	<u>Information Assurance from Legal and Ethical Issues</u>

CIS7010-8	Disaster Recovery and Contingency Planning for the Security Professional
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**Electives selected on the initial degree plan can be changed with a request to an Academic Advisor.

Criminal Justice Specialization

This specialization explores research in the dynamics connecting distinct legal traditions and codes operating within local, State, Federal, and multinational organizations and international resources at home and abroad. This specialization focuses on developing advanced competencies required for leadership positions in criminal justice, law enforcement, corrections, teaching or private consulting fields.

Required PhD Specialization Courses for CJ –15 credit hours:

CJ7002-8	Delinquency and Criminal Justice
CJ7006-8	Illegal Maritime Narcotics and Migrant Smuggling
CJ7009-8	Institutional Corrections
CJ7010-8	Effective Police Tactics, Techniques and Methodologies
CJ7011-8	Ethics and Criminal Justice

Financial Management Specialization

This specialization concentrates on research and development analyses used to manage and allocate financial resources and develop effective strategic planning for projection and ROI issues. Students will analyze financial and non-financial organizations - private, public, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations.

PhD Specialization Courses for FIN** –15 credit hours

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

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

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

Health Care Administration Specialization

This specialization develops essential perspectives and skills for application of theoretical and research-based health care industry management issues. The specialization prepares students for problem identification and resolution, analysis and intervention as administrative issues, and recognition of the constraints and limitations to intervention and change in delivery systems. Students in this specialization will focus on strategic planning in health care and managed systems, comparative health care system analysis, and examine strategies related to total quality management in health care.

Required PhD Specialization Courses for HCA –15 credit hours

HCA7012-8	<u>Health Care Industry and Financial Management</u>
HCA7013-8	<u>Legal and Ethical Issues in Health Care Research Management</u>
HCA7014-8	<u>Advanced Concepts and Applications in Health Policy and Management</u>
HCA7019-8	<u>Managerial Leadership within Managed Health Care Systems</u>
HCA7022-8	<u>Health Care Strategic Management</u>

Homeland Security: Leadership & Policy (HS) Specialization

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for executive leadership positions in the field of homeland security. This specialization focuses on rigorous research exploring advanced concepts and methods, and applying

theory and emerging concepts through innovative approaches to complex problems. Students may choose from a variety of courses in terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues.

Required PhD Specialization Courses for HS –15 credit hours:

HS7000-8	Homeland Security and Terrorism
HS7004-8	Local Emergency Management and Civil Preparedness
HS7010-8	Transportation Security
HS7013-8	Intelligence and Law Enforcement
HS7014-8	Strategy, Resiliency, and Coping with Fear

Human Resources Management Specialization

This specialization explores the interrelationships between human resource capital, leadership, and business organization. Students research theory and practice for HRM information systems, compensation and staffing strategies, training and professional development, cultural diversity, innovation, labor relations, and legal issues in HRM.

PhD Specialization Courses for HRM** –15 credit hours

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

HRM7000-8	Human Resources Management
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HRM7002-8	Compensation and Benefits
HRM7003-8	Labor Relations
HRM7004-8	Supervising in the 21st Century
HRM7007-8	Cultural Issues
HRM7008-8	Legal Issues in Human Resources Management

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

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

This specialization explores the application of industrial and organizational psychology and management theory to the understanding of people in work environment. In this interdisciplinary specialization, students complete courses in the School of Business and the School of Psychology in order to develop competencies in theory, research, and applications of psychology related to human behavior in organizations. Students conduct advanced research related to the application of organizational and psychological theory to human resource management.

PhD Specialization Courses for IOP** –15 credit hours

Required Courses (12 credit hours):

IOP8400-8	Industrial/Organizational Psychology
IOP8404-8	Consulting in Business, Education and Health
MGT7006-8	Advanced Topics in Organizational Behavior
MGT7022-8	Advanced Topics in Organizational Development

Select 1 course from the following (3 credit hours):

MGT7110-8	Leadership in Organizations
HRM7008-8	Legal Issues in Human Resources Management

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

International Business Specialization (IB)

This specialization focuses theory and research of business practices in multinational and international organizations. Students interested in international management positions and/or teaching in post-secondary institutions of higher education at home and abroad benefit from this specialization. The specialization provides students with comprehensive education and research techniques in cross-disciplinary subjects of management, law, government, diplomacy, international studies, economics, finance, and marketing. Students study international business theory, advanced qualitative and

quantitative research, and problem-solving techniques related to international law, economics, marketing, and global strategic planning.

Required PhD Specialization Courses for IB –15 credit hours:

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

Management Specialization

This specialization provides a conceptual overview of modern theory and practice in business management and administration. Students explore theory and research historical frameworks in today's global business environment through management research projects. This specialization will prepare students for senior management positions in a corporate environment, higher education, government and public entities, and business consulting.

PhD Specialization Courses for MGT** –15 credit hours

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

MGT7000-8	Business Organization and Management
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MGT7002-8	Marketing Management
MGT7006-8	Organizational Behavior
MGT7013-8	Entrepreneurship
MGT7016-8	Managing Change
MGT7022-8	Organizational Development
MGT7027-8	Legal Implications in Management
MGT7029-8	Strategic Leadership
MGT7110-8	Leadership in Organizations

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

Management of Engineering and Technology Specialization

This specialization focuses on integrating practical technical experience with management theory and research. This specialization focuses on the synergism between technology and business practices to improve organizational outcomes.

Research projects provide in-depth analysis of principles of productivity, quality management, productivity using technology, and environmental systems management.

PhD Specialization Courses for MET** –15 credit hours

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

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

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

Management Information Systems Specialization

This specialization combines and applies the components of both computer systems and management disciplines. The focus is using LAN/WAN/Database systems to enhance the management process and business outcomes, applying contemporary research and current theories in the MIS field.

Required PhD Specialization Courses for MIS –15 credit hours

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

Marketing Specialization (MKT)

This specialization focuses on marketing management and research, including managing the entire scope of product life cycle for domestic and international marketing. The specialization provides strategies for a sound, systematic, ethical, and legal approach to contemporary marketing practices and research theory.

PhD Specialization Courses for MKT** –15 credit hours

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

MGT7002-8	Marketing Management
MKT7000-8	Strategic Service Marketing

MKT7001-8	Strategic Sales Force Management
MKT7002-8	Customer Relationship Management Strategies
MKT7003-8	Integrated Marketing Communication
MKT7100-8	Consumer Behavior Theory and Practice
MKT7101-8	Brand and Product Management

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

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory and research. The focus of this specialization is to provide the student with a theoretical research approach to strategic planning in all phases of organizational leadership including building organization capacity and sustainability. This specialization appeals to professionals in business administration, human resources, non-profit administration, and related fields, whose professional goal may be organizational consulting or a senior leadership position in corporate, government, not-for-profit, educational or community organizations.

PhD Specialization Courses for OL** –15 credit hours

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

OL7001B-	Conflict Resolution and Mediation
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8	
OL7002B-8	Building Organizational Capacity
OL7003B-8	Leadership for Excellence
OL7004B-8	Theory and Practice of Organizational Leadership
OL7005B-8	Ethical Leadership
OL7007B-8	Leader as Coach
OL7008B-8	Executive Leadership in Nonprofit Organizations

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

Project Management Specialization

This specialization explores research and development of principles, concepts, tools, and techniques to improve project performance and organizational effectiveness. Students examine all aspects of managing and overseeing business projects, including cost estimates, budget management, cost control, risk assessment, bid negotiation and contracts, and performance reporting critical to the success of any enterprise. The specialization focuses on theoretical application of research to management, leadership and team building in the project/program environment.

PhD Specialization Courses for PM** –15 credit hours

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

MET7029-8	Enterprise Project Management
PM7000-8	Project Procurement Management
PM7004-8	Project Risk Management
PM7008-8	Project Monitoring and Control
PM7012-8	Multiple Project Management
PM7016-8	Managerial Budgets and Project Management
PM7020-8	Developing High Performing Teams in a Project Management Environment

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

Public Administration Specialization

This specialization focuses on research related to government and public agency budgeting, government relations, public personnel policy management, political systems, and urban planning. Curriculum emphasizes strategic planning including

contemporary program evaluation, complex public organizations, and environmental compliance, along with strategies needed to meet the challenges in government management at the local, state and federal levels.

PhD Specialization Courses for PUB** –15 credit hours

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

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

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

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.*

Doctor of Philosophy in Organizational Leadership Program 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.
- Integrate organizational leadership theories into practical usage
- Contribute to the body of knowledge in the field of organizational leadership.

PhD-OL Basis for Admissions Requirements

Admission to the Doctor of Philosophy in Organizational Leadership program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution.

PhD-OL 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 Northcentral
- Grade Point Average of 3.0 (letter grade of "B") or higher
- Satisfactory completion of a Comprehensive Exam
- University Approval of Dissertation Manuscript and Oral Defense completed
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy

- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Fundamental Competencies for PhD-OL Programs

All PhD-OL students are required to demonstrate competency in these areas:

- **Graduate-Level Research Methods Competency** – PhD-OL students are required to complete BTM7303, BTM8103-8, BTM8104-8, BTM8106-8 or BTM8108-8, BTM8107-8 at Northcentral.
- **Graduate-Level Statistics Competency** – PhD-OL students are required to complete BTM8107-8 Statistics II at Northcentral.
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Completion Period for Doctoral Degrees

Northcentral University allows a maximum of 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for a program like this is 50 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Doctoral Dissertation Process

Faculty assist each Northcentral University Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD-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. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

PhD-OL Doctoral Course Sequence

Credit Hours - The PhD-OL program may be completed in 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

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

The PhD-OL is a 60 credit program comprised of 9 Foundations credits, 12 Research credits, 18 Core credits, 6 Elective credits, 3 Comprehensive exam credits, 12 Dissertation credits.

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

Required Foundational Courses must be taken first and in sequence

PhD-OL Required Foundation Courses – 9 credit hours

BTM7101-8	Doctoral Studies in Business
BTM7300	Scholarly Literature Review
BTM8104-8	Statistics I

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The PhD-OL requires six core and four research courses, a total of 30 credit hours. Following completion of Foundational courses, core, and Research courses must be taken in sequence as described.

OLB7002-8	Building Organizational Capacity
BTM7303	Research Methods
OLB7004-8	Theory and Practice of Organizational Leadership
BTM8103-8	Research Design
OLB7005-8	Ethical Leadership
BTM8106-8 or BTM8108-8	Quantitative Research Design or Qualitative Research Design
OLB7006-8	Leadership, Change, and Communication
BTM8107-8	Statistics II

OLB7007-8	Leader as Coach/Consultant
OLB7008-8	Executive Leadership in Practice

PhD-OL Elective Courses – 6 credit hours

7000 and above level specialization course	Selected elective must be approved by the dean
7000 and above level specialization course	Selected elective must be approved by the dean

Doctoral Comprehensive Examination (PhD-OL) - 3 credit hours

CMP9500B	Doctoral Comprehensive Examination - Business (PhD, PhD-OL)
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*Dissertation Courses - 12 credit hours

DIS9501B	Doctoral Dissertation Research I*
DIS9502B	Doctoral Dissertation Research II*

DIS9503B	Doctoral Dissertation Research III *
DIS9504B	Doctoral Dissertation Research IV *

*Dissertation Research: A minimum of four dissertation research courses must be completed in order to complete the program.

Doctor of Business Administration

Program Description

The Doctor of Business Administration (DBA) program is designed for current and potential business leaders and senior managers, in the private and public sectors to enhance their knowledge and competencies appropriate to a leadership role in business administration. The Doctor of Business Administration (DBA) program is a research-based degree, but unlike the PhD, the DBA program is intended to engage the student in the application of theoretical knowledge to the advancement of practice in the field (solving complex problems) (Archibald, 2010; Corley & Giola 2011; Huba, Shubb & Shelley, 2006).

The outcome of the research is designed to provide valuable insights to an organization. Examples of an applied investigation may include a replication study, a case study, or a special project (such as, for example, the creation of a curriculum, training program, or educational artifact), followed by an evaluation. A doctoral project for a professional degree does not have to be an original contribution to the body of knowledge that impacts the theories in the field, but typically responds to a practical problem or proposed innovation (Archibald, 2010).

The DBA is increasingly recognized by international business and management schools as the most appropriate post-MBA (or equivalent master's degree) route to combining academic research with management and business.

Doctor of Business Administration Learning Outcomes

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

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

Basis for Admissions

Admission to the Doctor of Business Administration program will be determined by the degree used to meet the basis for admission. In order to enter the doctoral program, applicants are required to have a

conferred master's degree from a nationally or regionally accredited academic institution. There are two options for entering the doctoral program in the School of Business and Technology Management.

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 SKS7001-8 Doctoral Strategic Knowledge Studies as part of their degree plan.

Students in the Evaluation track will begin their degree plan with BTM7101-8 Foundations for Doctoral Studies in Business followed by SKS7001-8 Doctoral Comprehensive Strategic Knowledge Studies and upon successful completion of SKS7001-8 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 SKS7001-8 Comprehensive Strategic Knowledge Studies course. This can be discussed with your enrollment or student academic advisor.

DBA Degree Requirements

Admission to the Doctorate programs requires a master's degree from an accredited institution (also see Direct Entry and Evaluation Track Requirements).

The University may accept a maximum of 9 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

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

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

Fundamental Competencies for DBA Programs

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

- **Graduate-Level Research Methods Competency-** DBA students are required to complete BTM7303 and BTM7103-8, BTM7109-8 and either BTM7108-8 or BTM7106-8 at Northcentral.
- **Graduate-Level Statistics Competency-** DBA students are required to complete BTM7104-8 Business Statistics at Northcentral.
- **Computer Competency** - Doctoral students are required to have computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g., SAS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation oral examination.

Timeline to Completion for Doctoral Degrees

Northcentral University allows a maximum of 7 years to complete all doctoral programs of 60 credits or less.

Normal time to completion for this program is 50 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 39 months.

Course Length

As of July 1st, 2011, all new students enrolling in the Doctor of Business Administration program are automatically enrolled in courses some of which are eight weeks in length and some of which are 12 weeks in length. Students whose Doctor of Business Administration program was in progress as of July 1st, 2011 will continue to be enrolled in courses that are all twelve weeks in length. These existing DBA students may opt to

switch to eight-week courses by contacting their Academic Advisor. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

Doctor of Business Administration Specializations

DBA specializations are offered in the following areas:

- Advanced Accounting
- Applied Computer Science
- Computer and Information Security
- Criminal Justice
- Financial Management
- General Business
- Health Care Administration
- Homeland Security: Leadership & Policy
- Human Resources Management
- International Business
- Management
- Management of Engineering and Technology
- Management Information Systems
- Marketing
- Organizational Leadership
- Project Management
- Public Administration
- plus One Interdisciplinary Specialization:
 - Industrial/Organizational Psychology (School of Psychology)

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

Students who complete at least 15 credit hours in a single area of specialization at Northcentral University (not counting foundational courses) may elect to have the specialization recorded on their transcript and diploma. Students may also opt for a General Business specialization, electing 15 credit hours of cross-discipline courses. Elective courses must be appropriate to the student's degree program.

DBA Doctoral Sequence

Credit Hours- The DBA program may be completed in 54 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the

SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Basis for Admission- In order to enter the doctoral (DBA) program, applicants must have earned a master's degree from an accredited university (also see Direct Entry and Evaluation Track Requirements).

All DBA specializations require the following courses:

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

Required Foundational Courses must be taken first and in sequence. Evaluation track students will take SKS7001-8 after BTM7101-8 and before BTM7300.

DBA Required Foundational Courses –12 credit hours

BTM7101-8	Foundations for Doctoral Study in Business
BTM7300	Scholarly Literature Review
BTM8104-8	Statistics I
MGT7019-8	Ethics in Business

The DBA in Business requires five Specialization and four Research courses, for a total of 27 credit hours. Following completion of Foundational courses, Specializations, and Research courses must be taken in sequence as described.

	Specialization Course 1
BTM7303	Research Methods

	Specialization Course 2
BTM7103-8	Research Design
	Specialization Course 3
	Specialization Course 4
BTM7106-8	Quantitative Research Design A few months prior to this course, students must consult with their Academic Advisors to consider whether the alternate course on Qualitative Research Design (BTM7108-8) might better suit their plans for a dissertation.
	Specialization Course 5
BTM7109-8	Planning Dissertation Research in Business

Doctoral Comprehensive Examination (PhD) - 3 credit hours

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

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

*Dissertation Research: A minimum of four dissertation research courses must be completed in order to complete the program.

Advanced Accounting Specialization

This specialization is designed to provide students with practical application of a broad accounting perspective and technical accounting knowledge, enabling the exploration of relationships among business activities, economic outcomes, and business performance. Students will be able to meet the demand for analyzing advanced management and organization of business transactions and statements related to the assets, liabilities, and operating results of a business.

DBA Specialization Courses for ACC** –15 credit hours

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

ACC7000-8	Advanced Managerial Accounting
ACC7010-8	Advanced Accounting and Fraud Examination Techniques
ACC7015-	Advanced Forensic Accounting Theory and

8	Practice
ACC7020-8	Advanced Accounting for Non-Profit Organizations
ACC7025-8	Advanced Tax Strategies
ACC7030-8	Advanced Auditing Methods and Practice
ACC7035-8	Advanced Accounting Theory and Policy
ACC7045-8	Advanced Cost Accounting

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

Applied Computer Science Specialization

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

Required DBA Specialization Courses for CS –15 credit hours:

CS7005-8	Complex Database Management Systems
CS7009-8	Advanced Topics in Management Information Systems
CS7010-8	Advanced Topics in Network Communications
CS7014-8	Software Engineering Fundamentals for Technology Leaders
MIS7005-8	IT Network Architecture

Computer and Information Security Specialization

This specialization responds to the demand in business and industry for computer security professionals who are trained in cyber-terrorism, computer forensics and computer security. The specialization focuses on best practices involved in forensic investigations and evidence handling, federal and state privacy, intellectual property, search and seizure process, and cyber-crime laws. Students study current techniques in data preservation, identification, and extraction and perform forensic analysis of systems using popular examination toolkits. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for CIS –15 credit hours

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

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

Criminal Justice Specialization

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

Required DBA Specialization Courses for CJ –15 credit hours:

CJ7002-8	<u>Delinquency and Criminal Justice</u>
CJ7006-8	<u>Illegal Maritime Narcotics and Migrant Smuggling</u>
CJ7009-8	<u>Institutional Corrections</u>
CJ7010-8	<u>Effective Police Tactics, Techniques and Methodologies</u>
CJ7011-8	<u>Ethics and Criminal Justice</u>

Financial Management Specialization

This specialization concentrates on developing essential skills needed to manage and allocate financial resources. Students will analyze financial and non-financial organizations - private, public, religious, and corporate. The specialization focuses on international financial issues, quality concepts in financial management, and accounting for profit/nonprofit organizations. Students will complete a final written research project

demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for FIN** –15 credit hours

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

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

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

General Business Specialization

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

Students must complete a minimum of 15 credit hours for the specialization in General Business. Students may take business courses at the 7000 or 8000 level including up to

two courses from other fields (Psychology and/or Education) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Recommended Specialization Courses*- 15 credit hours

FIN7012-8	<u>Advanced Corporate Finance</u>
HRM7004-8	<u>Supervising in the 21st Century</u>
IB7012-8	<u>Global Economic Environment</u>
MGT7110-8	<u>Leadership in Organizations</u>
MGT8010DBA-8	<u>Applied Management Capstone</u>

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Health Care Administration Specialization

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

investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required DBA Specialization Courses for HCA –15 credit hours

HCA7012-8	<u>Health Care Industry and Financial Management</u>
HCA7013-8	<u>Legal and Ethical Issues in Health Care Research Management</u>
HCA7014-8	<u>Advanced Concepts and Applications in Health Policy and Management</u>
HCA7019-8	<u>Managerial Leadership within Managed Health Care Systems</u>
HCA7022-8	<u>Health Care Strategic Management</u>

Homeland Security: Leadership and Policy Specialization

This specialization prepares senior leaders of public administration, law enforcement, public safety, and emergency medical care and disaster preparedness agencies for executive leadership positions in the field of homeland security. Students are provided with a rigorous educational opportunity to research and explore advanced concepts and methods, and apply theory and emerging concepts to real world issues through innovative approaches to complex problems. Students choose from a number of courses that cover terrorism, strategy, intelligence, emergency management, and critical infrastructure security issues. Students will complete a final written research project demonstrating the ability to conduct an investigation on a workplace problem,

identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required DBA Specialization Courses for HS –15 credit hours:

HS7000-8	Homeland Security and Terrorism
HS7004-8	Local Emergency Management and Civil Preparedness
HS7010-8	Transportation Security
HS7013-8	Intelligence and Law Enforcement
HS7014-8	Strategy, Resiliency, and Coping with Fear

Human Resources Management Specialization

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

DBA Specialization Courses for HRM** – 15 credit hours

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

HRM7000-8	Human Resources Management
HRM7002-8	Compensation and Benefits
HRM7003-8	Labor Relations
HRM7004-8	Supervising in the 21st Century
HRM7007-8	Cultural Issues
HRM7008-8	Legal Issues in Human Resources Management

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

Industrial/Organizational Psychology Specialization

(Interdisciplinary)

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

DBA Specialization Courses for IOP –15 credit hours

Required Courses (12 credit hours):

IOP8400-8	Industrial/Organizational Psychology
IOP8404-8	Consulting in Business, Education and Health
MGT7006-8	Advanced Topics in Organizational Behavior
MGT7022-8	Advanced Topics in Organizational Development

Select 1 course from the following (3 credit hours):

MGT7110-8	Leadership in Organizations
HRM7008-8	Legal Issues in Human Resources Management

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

International Business Specialization

This specialization focuses on the essential elements required to understand and manage multinational and international organizations. Students interested in international management positions and/or teaching in post-secondary institutions of higher education at home and abroad benefit from this specialization. The specialization provides students with comprehensive education and training in interdisciplinary subjects of management, law, government, diplomacy, international studies, economics,

finance, and marketing. Students study international business theory, advanced qualitative and quantitative research, and problem-solving techniques related to international law, economics, marketing, and global strategic planning. Students will complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required DBA Specialization Courses for IB –15 credit hours:

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

Management Specialization

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

DBA Specialization Courses for MGT –15 credit hours

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

MGT7000-8	Business Organization and Management
MGT7002-8	Marketing Management
MGT7006-8	Organizational Behavior
MGT7013-8	Entrepreneurship
MGT7016-8	Managing Change
MGT7022-8	Organizational Development
MGT7027-8	Legal Implications in Management
MGT7029-8	Strategic Leadership
MGT7110-8	Leadership in Organizations

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

Management of Technology and Engineering Specialization

This specialization focuses on integrating practical technical experience with management theory and practice. Focusing on technical expertise in a management environment, the curriculum provides understanding of the synergism between technology and business practices to improve organizational outcomes through awareness of principles of productivity, quality management, improving productivity through technology, and environmental systems management. Students will complete a final written research project demonstrating the ability to conduct an investigation of a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for MET** –15 credit hours

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

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

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

Management Information Systems Specialization

This specialization combines and applies the best components of both computer systems and management disciplines. The specialization focuses on management of LAN/WAN/Database computer information systems to enhance the management decision making process and enterprise business outcomes. Students are prepared for careers in network and systems management. Students complete a final written research project, demonstrating the ability to conduct an investigation on a workplace problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

Required DBA Specialization Courses for MIS –15 credit hours:

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

Marketing Specialization

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

problem, identify an area for intervention, critique, justify, and recommend a plan of preventative action.

DBA Specialization Courses for MKT**–15 credit hours

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

MGT7002-8	Marketing Management
MKT7000-8	Strategic Service Marketing
MKT7001-8	Strategic Sales Force Management
MKT7002-8	Customer Relationship Management Strategies
MKT7003-8	Integrated Marketing Communication
MKT7100-8	Consumer Behavior Theory and Practice
MKT7101-8	Brand and Product Management

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

Organizational Leadership Specialization

This specialization serves to enhance the understanding and practice of organizational leadership using an interdisciplinary approach between business and education theory

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

DBA Specialization Courses for OL** –15 credit hours

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

OL7001B-8	<u>Conflict Resolution and Mediation</u>
OL7002B-8	<u>Building Organizational Capacity</u>
OL7003B-8	<u>Leadership for Excellence</u>
OL7004B-8	<u>Theory and Practice of Organizational Leadership</u>
OL7005B-8	<u>Ethical Leadership</u>
OL7007B-8	<u>Leader as Coach</u>
OL7008B-8	<u>Executive Leadership in Nonprofit Organizations</u>

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

Project Management Specialization

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

DBA Specialization Courses for PM** –15 credit hours

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

MET7029-8	Enterprise Project Management
PM7000-8	Project Procurement Management
PM7004-8	Project Risk Management
PM7008-8	Project Monitoring and Control
PM7012-8	Multiple Project Management

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

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

Public Administration Specialization

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

DBA Specialization Courses for PUB** –15 credit hours

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

HRM7000-8	Human Resources Management
PUB7000-8	Public Administration
PUB7002-8	Administrative Law

PUB7004-8	Urban and Regional Planning
PUB7005-8	Public Budgeting and Finance
PUB7012-8	Technology in Public Administration
PUB7014-8	The U.S. Federal Government

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

Mission Statement

The mission of the School of Education at Northcentral University is to prepare professional educators at all levels to become effective leaders, reflective practitioners, and successful communicators within the diverse field of education. The School of Education's mission is centered on improving teaching, learning, research and leadership contributions throughout all levels of human development and education.

Vision

Northcentral's School of Education is a global leader in delivering career-long professional preparation and development through excellence in student-focused online environments.

School of Education Goals

The School of Education at Northcentral University will produce professional educators who can:

- Apply concepts of the disciplines
- Effectively communicate, conduct sound, open-minded research
- Address educational issues critically and reflectively
- Create solutions to problems based on knowledge, research, critical thinking skills, and collaboration
- Respect diverse cultures and backgrounds
- Demonstrate a commitment to the highest ethical and professional standards through accreditation
- Foster effective discussion of theoretical problems within the educational profession
- Nurture a commitment to life-long learning

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Program Description

The BEd program will facilitate professional growth and development as a practitioner, leader, and communicator in diverse educational environments. Students will be familiar with educational theory, research, and instructional practices and technology within a specific discipline, while integrating multiple societal, ethical, and diverse perspectives into professional practices.

Program Learning Outcomes

Upon completion of the BEd program, students will be able to:

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

BEd Degree Completion Program

The Northcentral University Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in three specific specializations: elementary education, secondary education, and special education.

The BEd partnership program requires the successful completion of 30 credits at Northcentral University for a total of 120 credit hours. Rio Salado College sponsors 39 credit hours in general education subjects and 51 credit hours in teacher preparation courses. The 90 credit hours from RSC are accepted as a block transfer and Northcentral University will accept a maximum of 90 lower and upper division semester credit hours in transfer toward the bachelor's degree coursework completed at RSC with a grade of "C" or better. The BEd transfer students come to Northcentral University with academic coursework in elementary education, secondary education, and special education and continue to study within those three distinct areas while at Northcentral.

Transferring Rio students continue to follow the same track they were enrolled in at Rio. Their NCU specialization will be geared towards their specific field of elementary education, secondary education, or special education. Each course in the 10 course program is identified by a letter following the course number (A for Elementary Education, B for Secondary Education, and C for Special Education). The course content in each specialization has similar information focused on general leadership principles but is geared specifically for the different fields. NCU students are required to

take two Field Experience courses. These courses are 12 weeks in length and require coordination with Rio Salado College and the institution where the student will be placed.

Time to Completion for the BEd Program

Normal 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying the minimum required transfer credits, can expect to finish in as little as 20 months.

Specializations

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

Elementary Education

The Northcentral University Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in elementary education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Elementary Education. The ten Northcentral courses focus on leadership skills for elementary teachers and include field experiences in technology and assessment in the elementary classroom. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in the K-7 environment.

Required Northcentral University Education Courses (10 courses) - 30 semester credit hours

ED4000A-8	Dynamics of Schooling in Elementary Education
ED4001A-	Foundations of School Leadership in Elementary

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ED4002A-8	The Role of Teacher Leadership in Elementary Education
ED4003A	Instructional Paradigms and Technology in Elementary Education (This course requires field experience.)
ED4004A	Assessment of Student Learning in Elementary Education (This course requires field experience.)
ED4005A-8	School and Family Partnerships in Elementary Education
ED4006A-8	Safe Schools in Elementary Education
ED4007A-8	The School as Learning Community in Elementary Education
ED4008A-8	Teaching as Reflective Practice in Elementary Education

ED4009A-8	Educational Change Processes in Elementary Education
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Secondary Education

The Northcentral University Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in secondary education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Secondary Education. The ten Northcentral courses focus on leadership skills for secondary education teachers and include field experiences in technology and assessment in the secondary classroom. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in the secondary environment.

ED4000B-8	Dynamics of Schooling in Secondary Education
ED4001B-8	Foundations of School Leadership in Secondary Education
ED4002B-8	The Role of Teacher Leadership in Secondary Education
ED4003B	Instructional Paradigms and Technology in Secondary Education (This course requires field experience.)
ED4004B	Assessment of Student Learning in Secondary Education (This course requires field experience.)

ED4005B-8	School and Family Partnerships in Secondary Education
ED4006B-8	Safe Schools in Secondary Education
ED4007B-8	The School as Learning Community in Secondary Education
ED4008B-8	Teaching as Reflective Practice in Secondary Education
ED4009B-8	Educational Change Processes in Secondary Education

Special Education

The Northcentral University Bachelor of Education program of study is an undergraduate articulation program designed for Rio Salado College (RSC) students interested in completing the degree work for the teaching profession in special education. Students seamlessly transfer from RSC to NCU where they complete the BEd in Special Education. The ten Northcentral courses focus on leadership skills for special education teachers and include field experiences in technology and assessment in the special education environment. The program provides students with courses that enhance their knowledge, competency, and professional skill sets needed to excel in working with special needs students in the special education environment.

ED4000C-8	Dynamics of Schooling in Special Education
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ED4001C-8	Foundations of School Leadership in Special Education
ED4002C-8	The Role of Teacher Leadership in Special Education
ED4003C	Instructional Paradigms and Technology in Special Education _(This course requires field experience.)
ED4004C	Assessment of Student Learning in Special Education (This course requires field experience.)
ED4005C-8	School and Family Partnerships in Special Education
ED4006C-8	Safe Schools in Special Education
ED4007C-8	The School as Learning Community in Special Education
ED4008C-	Teaching as Reflective Practice in Special

8	Education
ED4009C-8	Educational Change Processes in Special Education

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Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. Each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admissions

Admission to the Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the specialization sequence within a master's program.
- Applying Post-Baccalaureate Certificate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post-Baccalaureate Certificate series.

Completion Period for Post-Baccalaureate Certificate

Normal time to completion for this program is 16 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now

designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 6 months.

Northcentral allows 2 years to complete all Post-Baccalaureate Certificate.

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

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

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

Post-Baccalaureate Certificate Offered by the School of Education

The Post-Baccalaureate Certificate at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- PK -12 Studies
 - - Early Childhood Education
 - English Language Arts Excellence in the Common Core
 - Human Performance and Coaching
 - Mathematics Excellence in the Common Core
- Education Leadership and Policy
 - - PK -12 Policy
 - Community College Leadership
 - Leadership for Improved Student Achievement
- Adult and Global Education
 -

- Training and Development
- Teaching Internationally
- Best Practices for Teaching Online

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

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

Early Childhood Education

This certificate is designed for students who want to work with young children through the first years of life when social, physical, cognitive, and emotional development occur. Students will learn how to create an environment that serves as a foundation for a child's health and well-being.

12 credit hours

ECE5001-8	Foundations of Early Childhood Education
ECE5002-8	Growth and Development of Young Children
ECE5005-8	Children and Families in a Diverse Society
CT5004-8	Foundations of Language Literacy

English Language Arts Excellence in the Common Core

The post-baccalaureate certificate in English Language Arts Excellence in the Common Core is designed for educators who wish to adopt and implement the English Language Arts Common Core State Standards. Students will learn how to use these English Language Arts standards to improve and transform education by translating these standards into daily classroom practice.

12 credit hours

EDC5030-8	Making the Shift: Understanding English Language Arts in Common Core
EDC5031-8	Improving Instruction: Applying English Language Arts in the Common Core I
EDC5032-8	Improving Instruction: Applying English Language Arts in the Common Core II
EDC5033-8	Excellence and Innovation: English Language Arts in the Common Core and Long Term Improvements

Human Performance and Coaching

This certificate is designed for professional educators interested in improving athletic coaching opportunities. Students will focus on practical and successful coaching strategies and be introduced to the latest athletic performance improvement techniques.

12 credit hours

AC5008-8	Coaching Psychology
AC5012-8	Coaching Fundamentals and Speed Development
AC5006-8	Sports Nutrition

AC5010-8	Performance Enhancement in Sport

Mathematics Excellence in the Common Core

The certificate in Mathematics Excellence in the Common Core is designed for educators wishing to adopt and implement the Mathematics Common Core State Standards. Students will learn how to use these standards to improve and transform education by translating these mathematics standards into daily classroom practice.

12 credit hours

EDC5010-8	Making the Shift: Understanding Math in Common Core
EDC5011-8	Improving Instructions: Applying Math in the Common Core I
EDC5012-8	Improving Instruction: Applying Math in the Common Core II
EDC5013-8	Excellence and Innovation: Math in the Common Core in a PLC Setting

PK-12 Policy

This certificate is designed for emerging leaders in PK-12 education. Students will learn about the important concepts underpinning the PK-12 environment including policy, safety, finance, and law.

12 credit hours

ED5022-8	Education Policies and Practices
ED5004-8	School Law
ED5013-8	School Finance
ED5015-8	School Safety

Community College Leadership

This certificate is designed for students interested in leading at the community college level. Students will focus on legal issues, finance, and organizational leadership in higher education specific to community colleges.

12 credit hours

LHE5009-8	A History of Higher Education
LHE5010-8	Topics in Higher Education
LHE5011-8	Leadership in Higher Education
LHE5013-8	The Community College

Leadership for Improved Student Achievement

This certificate is designed for students interested in leading change to improve student achievement. Learning experiences will include an examination of professional learning communities, the use of data, teacher support and supervision strategies, and the management of the school improvement process as a means for promoting continuous improvement.

12 credit hours

EDC5020-8	Using Professional Learning Communities and Other Tools to Create a Culture of Innovation
EDC5021-8	Taking Aim: How Great Schools Use Data to Inform Great Teachers
EDC5022-8	Promoting Excellence in Teaching I: Steps toward Better Performance in the Classroom
EDC5023-8	Promoting Excellence in Teaching II: Steps toward Refinement and Continuous Improvement

Training and Development

The certificate in Training and Development is designed for individuals interested in the growing fields training, development, and adult learning. This certificate will prepare professionals to design, develop, implement, and evaluate training and development programs within organization.

12 credit hours

OL5103-8	Leading Change and Organizational Renewal
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EL5006-8	Adult Learning Theories
GTD5005-8	Introduction to Successful Global Training Techniques
GTD5013-8	Evaluating Training Programs

Teaching Internationally

The certificate in Teaching Internationally is designed for educators wishing to teach abroad. Students will learn about international education and explore the concepts supporting English language acquisition.

12 credit hours

IE5003-8	International Education Concepts and Theory
ED5008-8	Teaching Diverse Students
ESL5001-8	Foundations of Instruction for Non-English Language Background Students
ESL5006-8	ESL and Bilingual Instructional Methods

Best Practices in Teaching Online

This certificate is designed to help students understand the unique demands and opportunities available online and show teachers at all levels how they can improve learning by perfecting and implementing best practices in teaching online.

12 credit hours

EDC5001-8	<u>Making the Shift to Teaching and Learning Online</u>
EDC5002-8	<u>Developing Outstanding Classroom Culture in an Online Environment</u>
EDC5003-8	<u>Developing Outstanding Instructional Practices in an Online Environment</u>
EDC5004-8	<u>Developing Outstanding Assessment Practices in an Online Environment</u>

Master of Education Degree

Description of Program

The MEd program is designed for students focused on developing the knowledge, skills, and dispositions required for leadership roles within diverse fields of PK12, higher education, and adult learning environments. Students in this program will critically analyze a broad range of theories, current trends, practices, and knowledge specific to their discipline. Each specialization prepares graduate students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Program Learning Outcomes

The MEd program in the School of Education has a common set of learning outcomes across all specializations. Upon completion of the MEd program, students will be able to:

1. Examine educational issues to make informed, ethical decisions and recommendations in diverse instructional and organizational settings.
2. Apply professional skills, dispositions, and technology options for leading and educational diverse groups.
3. Analyze current research, theories, and instructional practices in educational and organizational environments.
4. Communicate with diverse audiences about educational theories, research, and practices.
5. Investigate evidence-based solutions for addressing educational, organizational, and societal issues.

Basis for Admissions

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

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

Completion Period for Master's Degrees

Northcentral University allows 5 years to complete all 30 credit hour master's programs (36 credit hours if enrolled in the PK-12 Principal Leadership specialization that prepares candidates to meet Arizona State certification requirements). Students who are considering any degree program are strongly encouraged to check specific state

requirements carefully to be sure any degree program they consider will be accepted for purposes of certification or recertification, promotion, or advancement on school district salary schedules.

The MEd degree program has the following graduation requirements:

- A minimum of 18 credit hours (36 credit hours for the PK-12 Principal Leadership Specialization) of graduate instruction must be completed through Northcentral.
- Successful completion of any PK-12 core course signature assignments with a "B" or better. (Signature assignments in all PL specialization courses must also be completed with a "B" or better.)
- Official transcripts on file for all transfer credits accepted by the University. (The PL specialization does not permit transfer credit.)
- The PL certification specialization has additional degree requirements. Please see the PL Handbook for specific information.

The University may accept a maximum of 12 semester credit hours in transfer toward the master's degree for graduate coursework completed at an accredited college or university with a grade of "B" or better. (This does not apply to the specialization in PK-12 Principal Leadership, in which case all courses must be taken at NCU for certification purposes.)

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

Normal time to completion for this program is 40 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 15 months.

Rio Salado College Post-Baccalaureate Transfer Students

The Northcentral University Post-Baccalaureate Master of Education (36 credit) program of study is part of an articulation agreement designed for Rio Salado College (RSC) teacher preparation post-baccalaureate transfer students. This collaborative educational partnership is designed to serve as a master's degree completion program specifically for RSC students. The Master's Degree in Education allows for *up to 18* credits to be transferred to NCU embracing the principle that transfer students should not be required to repeat competencies already achieved.

The credits may apply to the following specializations:

- Curriculum and Teaching
- Early Childhood Education
- Special Education
- English as Second Language
- General Education

The Curriculum and Teaching, Early Childhood Education, Special Education and English as a Second Language are PK-12 specialization accredited by the Teacher Education Accreditation Council (TEAC).

Rio Salado students pursuing this program of study should work closely with an enrollment advisor specifically assigned to work with this unique partnership. The enrollment advisor will work with Rio Salado students to request a complete evaluation of credits toward this Post-Baccalaureate Master of Education Degree.

Accelerated MEd Program

Within the MEd program, the School of Education offers an Accelerated MEd scheduling track. The Accelerated MEd is not an alternative program, but is a scheduling option designed for students capable of completing a fast-paced graduate course structure. Students considering the Accelerated MEd track are strongly encouraged to first think about their availability for study-time, work schedule or any other outside activities that may influence course participation, and their ability to learn in a rapidly moving academic environment. Students who enter and successfully complete the Accelerated MEd track will graduate in 12 months with a Master of Education degree.

Like the non-Accelerated MEd, students are required to complete 30 credit hours, which include a combination of foundation course work and specialization courses. The second course is staggered four weeks following the start of the first course. The last course in the Accelerated MEd track, ED6002-8 starts six weeks following the start of the next to last course. All other courses are taken in pairs (see course schedule).

Students who start in the Accelerated MEd track may reschedule their courses and continue their studies in the non-Accelerated MEd track. Students who opt out of the

Accelerated MEd track, regardless of reason, will not be permitted back into the Accelerated track and will lose any promotional benefits, which may have been in effect at the time of initial enrollment.

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

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

As with other MEd programs, the transfer credit policy applies to the Accelerated program. Courses considered for transfer must mirror courses in the Accelerated program. The Dean of the School of Education must approve any courses considered for transfer. All other policies and procedures under this section remain in effect unless stated otherwise in this section.

Prescribed Courses for Accelerated Masters of Education with a Specialization in Education Leadership

Foundation Courses – 15 Credit Hours	
EDU5000-8	<u>Foundations of Graduate Study</u>
ED5022-8	<u>Education Policies and Practices</u>
ED5001-8	<u>Contemporary Issues</u>
ED5034-8	<u>School Community Relations</u>

ED5023-8	Multicultural Relationships
Specialization Courses – 15 Credit Hours	
EDL5033-8	School Based Leadership
EDL5004-8	School Law
EDL5013-8	School Finance
EDL5035-8	Supervision of Curriculum
ED6003-8	Action Research Capstone for PK-12 Specializations

Prescribed Courses for Accelerated Masters of Education with a Specialization in Leadership in Higher Education:

Foundation Courses – 15 Credit Hours	
EDU5000-8	Foundations of Graduate Study
ED5040-8	Research Leadership for Learning Communities

ED5041-8	Adult Learning Strategies to Improve Organizational Efficacy
ED5042-8	Intercultural Communication
ED5044-8	Technology and a Vision for the Future
Specialization Courses – 15 Credit Hours	
LHE5004-8	The Organization of Higher Education
LHE5010-8	Topics in Higher Education
LHE5008-8	Financial Issues in Higher Education
LHE5011-8	Leadership in Higher Education
ED6002-8	Action Research Capstone

Course Schedule for Accelerated MEd with a Specialization in Education Leadership

Course Schedule for Accelerated MEd with a Specialization in Leadership in Higher Education

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The MEd program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country. The one exception to this is the MEd program with a specialization in PK-12 Principal Leadership which has been approved by the Arizona Department of Education to prepare candidates for certification as PK-12 school principals in the State of Arizona.

Certification requirements vary by state. Students are advised to contact their state department of education or local school district for guidance in obtaining certification or licensure, or for approval in fulfilling district level incentive programs. Prospective candidates are responsible for learning and following any requirements for licensure, recertification, etc. in the state(s) where they wish to apply the degree.

There are several reasons why an educator would want to pursue a graduate degree in education that does not lead to state licensing or certification.

Reasons may include:

- "Move up" steps on the salary schedule.
- Improve skills and professionalism in general or to pursue a "leadership" position inside or outside the classroom (school-based or district level, or non PK-12).
- Advance as a "teacher leader" through a graduate degree (already has a bachelor's degree and certification).
- Meet the needs of increasingly diverse students.
- Work outside of a traditional PK-12 classroom environment (i.e. trainer, educational consultant).

School of Education Curriculum

The School of Education curriculum emphasizes a combination of learning theory, instructional strategies, and technology integration for educators working with any grade level, and within professional associations, organizations or as a consultant. The emphasis is on students transforming theory immediately into practice and faculty tailoring instruction to enhance student understanding and achievement. The program aims to produce graduates who understand the scope, pace, and magnitude of the transformation of education within the world that is taking place; and to assist students to meet the challenges of state and national standards (if desired), while meeting the learning needs of educators who work beyond the classroom.

State of the Art Content

The School of Education sequence of courses undergoes constant review to ensure that while maintaining depth of focus, the program continually includes latest educational innovations and provides participants the tools to incorporate them into pedagogy. The curriculum content and related URL links are current and pertinent. All School of Education courses are continually updated to reflect the latest developments in instructional technology to support instruction.

MEd students may select a specialization track from the list of courses offered via the School of Education. All MEd students are required to take either ED6002-8 or ED6003-8 as the Capstone Course for their program, with the exception of those who select the PK-12 Principal Leadership certification specialization. (PL candidates complete a 16-week capstone internship in PL6010-8 and PL6011-8, which includes completion of an action research project.)

Specializations in the Master of Education Program

- Adult Learning and Workforce Education
- Athletic Coaching
- Corporate Wellness
- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- General Education
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education
- Organizational Leadership
- PK-12 Principal Leadership
- Reading Education
- Special Education
- Sports Management

Course Length

Existing MEd students may opt to switch to eight-week courses by contacting their Academic Advisor. Once existing MEd students have opted for eight-week courses, they must receive approval from the Office of the Dean to switch back to a program of

12-week courses. All eight-week courses are indicated by a "-8" (dash eight) at the end of the course code.

The following courses are required in all Master of Education specializations:

MEd Required Foundation Course – 3 credit hours

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

EDU5000-8	Foundations for Graduate Study in Education
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Prior to enrolling in the required Capstone Course, students are required to complete the Specialization and Research courses listed on the following pages – 24 units

MEd Required Capstone Course – 3 credit hours

ED6002-8	Action Research Capstone
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OR

ED6003-8	Action Research Capstone for K-12 Specializations
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OR

Students in the PK-12 Principal Leadership certification specialization complete a 16-week capstone internship in PL6010-8 and PL6011-8.

PL6010-8	Capstone Internship I
PL6011-8	Capstone Internship II

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Master of Education Course Sequences

For Adult Learning and Workforce Education (AL), Corporate Wellness (CPW), E-Learning (EL), General Education, Global Training and Development (GTD), International Education (IE), Leadership in Higher Education (LHE), and Organizational Leadership (OL), a typical Course Sequence would be:

EDU5000-8	Foundations for Graduate Study
	Specialization Course 1
	Specialization Course 2
ED5040-8	Leadership for Learning Communities
ED5041-8	Adult Learning Strategies to Improve Organizational Efficacy
	Specialization Course 3
ED5042-8	Intercultural Communication
	Specialization Course 4
ED5044-8	Technology and a Vision for the Future
ED6002-8	Action Research Capstone

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For Athletic Coaching (AC), Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EDL), English as a Second Language (ESL), Instructional Leadership (IL), Reading Education (RDG), Special Education (SE), and Sports Management (SM), a typical Course Sequence would be:

EDU5000-8	Foundations for Graduate Study
ED5022-8	Educational Policy and Practice
	Specialization Course 1
ED5001-8	Contemporary Issues in Education
ED5034-8	School and Community Relations
	Specialization Course 2
ED5023-8	Multicultural Relationships in Educational Organizations
	Specialization Course 3
	Specialization Course 4

ED6003-8	Action Research Capstone for PK-12 Specializations
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After taking EDU5000/EDU5000-8, students can take **all but** ED6002/ED6002-8 or ED6003-8 in any order. Student's program must begin with ED5000/ED5000-8 and end with ED6002/ED6002-8 or ED6003-8.

For the specialization in PK-12 Principal Leadership (PL), which prepares candidates for certification as Arizona PK-12 public school principals, the required courses must be taken in the following sequence:

EDU5000-8	Foundations for Graduate Study in Education
ED5001-8	Contemporary Issues in Education
ED5034-8	School and Community Relations
PL5035-8	Supervision of the PK-12 Curriculum
PL5016-8	Instructional Supervision and Leadership for PK-12 Principals
PL5004-8	School Law for PK-12 Principals
PL5013-8	School Finance for PK-12 Principals

ED5023-8	Multicultural Relationships in Educational Organizations
ED5022-8	Educational Policy and Practice
PL5050-8	The PK-12 Principalship
PL6010-8	Capstone Internship I
PL6011-8	Capstone Internship II

Candidate Schedule Planning: If the course pair of PL5035-8 and PL5016-8 falls during a summer vacation when planning the program schedule, and summer school supervision/curriculum work is not possible, the course pair of PL5035-8 and PL5016-8 may be exchanged with the course pair of PL5004-8 and PL5013-8 in the course planning sequence.

Adult Learning and Workforce Education (AL) Specialization

The Master of Education degree in Adult Learning and Workforce Education is designed for individuals interested in the growing fields of career development, human resource management, and adult learning. This integrative program seeks to prepare professionals to develop, implement, and manage systems to improve individual and organizational performance. These skills translate across a wide range of industries including higher education settings, workforce development agencies, and adult career centers. In addition, the program is designed to promote skills that will allow graduates to influence public policy and organizational decision-making. This specialization will provide educators with the tools and competencies required to critically reflect on workplace issues, solve organizational problems, and anticipate and respond to change.

MEd courses in AL Specialization and the Educational Research Course - 30 credit hours

4 additional courses will be selected from the following:

OL5103-8	Leading Change and Organizational Renewal
GTD5011-8	Introduction to Best Practices for Training and Presenting to International Audiences
ED5012-8	Leadership in Educational Organizations
ED5038-8	Art and Science in Adult Education
EL5006-8	Adult Learning Theories
GTD5000-8	Human Performance and Improvement
GTD5013-8	Evaluating Training Programs

Athletic Coaching (AC) Specialization

Coaching sports in the educational setting is a growing discipline with no formalized training process for those interested in this profession. This program is designed to enhance coaching leadership skills for both coaches and athletes. The curriculum focuses on practical and successful coaching strategies; introduces the student to the latest athletic performance improvement techniques; and examines the application of ethics and values in all aspects of coaching sport.

The specialization is designed for professional educators interested in athletic coaching opportunities and offers an outstanding professional development opportunity for those already serving as coaches by advancing knowledge and skills in the field.

MEd Courses in AC Specialization – 30 credit hours

4 additional courses will be selected from the following:

AC5000-8	Leadership in Coaching Today's Athlete
AC5002-8	Legal Aspects in Coaching
AC5004-8	Ethics in Sports
AC5006-8	Sport Nutrition
AC5008-8	Coaching Psychology
AC5010-8	Performance Enhancement in Sport
AC5012-8	Coaching Fundamentals of Speed Development
AC5014-8	Coaching Theory, Methods, and Issues

Corporate Wellness (CPW) Specialization

The Master of Education with a specialization in Corporate Wellness program is designed to prepare researchers and practitioners for leadership roles in higher education, preventive health care, community health care settings, wellness coaching, business and fitness industry, and government agencies. This specialization has an interdisciplinary focus and prepares students for careers in academics, research and in Fitness and Health Promotion. The specialization is designed for educators, fitness professionals, military personnel, corporate health care providers, personal trainers, coaches, and students who want to pursue a career in health and wellness and health care related industries. The courses consist of health and wellness education concepts designed to create an optimal mind, body and spirit approach to health and wellness in research and practice for the general population and special populations. This specialization will provide students with an emphasis on health and wellness education research and a practical approach to the corporate industry dealing with worksite health promotion, public preventive health services, and current topics in corporate fitness and wellness.

MEd Courses in CPW Specialization –30 credit hours

4 additional courses will be selected from the following:

CPW5010-8	Wellness Coaching - Lifestyle Change
CPW5011-8	Wellness Leadership and Professional Development
CPW5012-8	Business Aspects in Corporate Fitness and Wellness
CPW5013-8	Worksite Health Promotion

Curriculum and Teaching (CT) Specialization

The purpose this specialization is to provide teachers with the tools and competencies to expand their professional effectiveness. Students will explore the latest practices in education, principles of teaching and learning, evaluation of current research and critique of effective curricula design.

MEd Courses in CT Specialization –30 credit hours

4 additional courses will be selected from the following:

CT5000-8	<u>Curriculum and Instructional Strategies</u>
CT5003-8	<u>Principles of Teaching and Learning</u>
CT5010-8	<u>Teaching, Learning, and Assessment Styles</u>
CT5011-8	<u>Learning and Teaching Styles, Multiple Intelligences, and Ways of Learning</u>
CT5012-8	<u>Teaching Foundations for Language and Literacy</u>
CT5013-8	<u>The Classroom: Management and Organization for Student Achievement</u>

Early Childhood Education (ECE) Specialization

This program is tailored for Master's degree students who desire to model, coach, and guide young children through the first years of life when social, physical, cognitive, and emotional development occur. Skilled educators create an environment that serves as a foundation for a Child's health and well-being. In this specialization, educators will learn

to assess educational potential, create instructional programs, direct and coordinate learning activities, and manage early childhood classrooms.

MEd Courses in ECE Specialization –30 credit hours

4 additional courses will be selected from the following:

ECE5001-8	Foundations of Early Childhood Education
ECE5002-8	Growth and Development of Young Children
ECE5003-8	Administration of Early Childhood Programs
ECE5005-8	Children and Families in a Diverse Society
ECE5007-8	Children's Literature
ECE5009-8	Early Childhood Education
CT5004-8	Foundations of Language and Literacy Education

Educational Leadership (EDL) Specialization

Leaders must possess the knowledge to assess current education trends and address the ever-changing conditions of education today. This specialization focuses on a variety of values and practices in modern education. Courses provide a historical

perspective from which to guide educational reform, evaluate the needs of diverse student populations and improve educational outcomes.

MEd Courses in EDL Specialization –30 credit hours

4 additional courses will be selected from the following:

ED5008-8	Teaching Diverse Students
EDL5004-8	School Law
ED5012-8	Leadership in Educational Organizations
EDL5013-8	School Finance
ED5015-8	School Safety
ED5016-8	Instructional Supervision and Leadership
ED5031-8	Policy and Politics in the Administration of Education
EDL5033-8	School-Based Leadership

E-Learning (EL) Specialization

This specialization provides the professional educator with the knowledge to implement technology as a tool for teaching and learning. The specialization explores the design of activities to engage the traditional and the virtual student. The student will develop a skill set to effectively and efficiently integrate technology in a seamless manner to enhance delivery of teaching and learning experiences.

MEd Courses in EL Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

EL5006-8	Adult Learning Theories
EL5007-8	Ethics and Legal Issues
EL5009-8	Mobile Devices for Teaching and Learning
EL5001-8	Introduction to Principles and Practices in E-Learning
EL5002-8	Introduction to E-Learning Instructional Strategies
EL5003-8	Instructional Design Strategies

English Second Language (ESL) Specialization

As the diversity of student populations change globally, teaching English as a second language is a skill in high demand. This program enhances skills in communicating with speakers of other languages and integrating techniques to successfully instruct students in English proficiency. (Note: students seeking ESL/ESL certification should verify with

appropriate state officials that this specialization meets applicable certification requirements.)

MEd Courses in ESL Specialization –30 credit hours

4 additional courses will be selected from the following:

ED5008-8	Teaching Diverse students
ESL5001-8	Foundations of Instruction for Non-English Language Background Students
ESL5003-8	Assessment of Linguistically Diverse Students
ESL5005-8	English as a Second Language
ESL5006-8	ESL and Bilingual Instructional Methods

General Education Specialization

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

Students must complete a minimum of 12 credit hours for the specialization in General Education. Students may take education courses at the 5000 level including up to two courses from other fields (Psychology and/or Business) to fulfill their specialization requirements. Additional courses (i.e., more than two courses) from other disciplines may be considered to fill this requirement, with Dean approval.

Courses listed are examples and upon acceptance to the program, the initial degree plan will include these courses. Students are encouraged to select their specialization courses based on personal and professional goals and to work with their Academic Advisors to revise their degree plan.

Recommended Specialization Courses* - Select 4 courses from the list of specialization courses:

EDL5004-8	Education Law
ED5008-8	Teaching Diverse Students
ED5012-8	Leadership in Educational Organizations
ED5013-8	School Finance
ED5023-8	Multicultural Relationships in Educational Organizations
ED5029-8	Measurement and Assessment in Education

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Global Training and Development (GTD) Specialization

This specialization prepares students to develop and implement effective training in a variety of fields. Instructional design and the incorporation of technology and teaching strategies for the adult student are the focus of the specialization. Additionally, the student is prepared to address workplace issues such as the development of human capital and conflict resolution issues. The specialization prepares students to identify

emerging workforce issues and to resolve the issues through effective training and instruction.

MEd Courses in GTD Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

GTD5000-8	Human Performance and Improvement
GTD5005-8	Introduction to Successful Global Training Techniques
GTD5007-8	The Role of Technology in the Global Training Marketplace
GTD5011-8	Introduction to Best Practices for Training and Presenting to International Audiences
GTD5013-8	Evaluating Training Programs
GTD5019-8	Trainer as Consultant in the Global Marketplace
ED5036-8	Innovation and Change
ED5038-8	The Art and Science of Adult Education

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Instructional Leadership (IL) Specialization

Contemporary schools are often funded and ranked on their ability to assess and guarantee learning. This specialization introduces analysis of the instructional capacity of schools, improving student achievement, and develops teacher leaders in providing assessment and improvement strategies. Organizational development and educational change are also addressed in this specialization. Students utilize reflective decision making to assist with the development and implementation of practical solutions to education issues.

MEd Courses in IL Specialization - 30 credit hours

4 additional courses will be selected from the following:

CT5003-8	<u>Principles of Teaching and Learning</u>
ED5012-8	<u>Leadership in Educational Organizations</u>
ED5016-8	<u>Instructional Supervision and Leadership</u>
IL5000-8	<u>Instructional Leader as Creator of Learning Culture</u>
IL5001-8	<u>Instructional Leader as Advocate and Decisioner</u>
IL5002-8	<u>Instructional Leader as Community Conduit</u>

International Education (IE) Specialization

The master's degree program in International Education allows students to focus on issues of educational development, comparative systems, and international policy. The program promotes an understanding of global perspectives which impact education in the United States. Skills will be developed in areas of cultural awareness, international education theory, and global trends. Students will develop the practical knowledge required to work within the context of complex global challenges influencing education around the world. The program provides a strong foundation for further study and prepares students for careers in international and community-based organizations.

MEd Courses in IE Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

ED5008-8	Teaching Diverse students
ED5012-8	Leadership in Educational Organizations
IE5001-8	Introduction to Global and Comparative Education
IE5003-8	International Education Concepts and Theory
IE5005-8	International Organizations in Global Education
IE5007-8	Conflict Resolution in an International Context

IE5013-8	Globalization and Educational Change
IE5021-8	Education and National Development

Leadership in Higher Education (LHE) Specialization

This specialization prepares students to excel in higher education leadership and to pursue careers as higher education specialists and managers. The focus is on legal issues, finance, and organizational leadership in higher education.

MEd Courses in LHE Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

LHE5004-8	The Organization of Higher Education
LHE5005-8	Exploring Legal Issues in Higher Education
LHE5008-8	Financial Issues in Higher Education
LHE5009-8	A History of Higher Education
LHE5010-8	Topics in Higher Education

LHE5011-8	Leadership for Higher Education
LHE5013-8	The Community College

Organizational Leadership (OL) Specialization

Students develop skills to be effective organizational leaders by building a knowledge base in conflict resolution, organizational capacity, and executive leadership skills. The curriculum serves to enhance the student's understanding and practice of leadership in a variety of educational fields.

MEd Courses in OL Specialization and the Educational Research Course – 30 credit hours

4 additional courses will be selected from the following:

OL5103-8	Leading Change and Organizational Renewal
OL5100-8	Resolving Conflict
OL5101-8	Organizational Capacity
OL5102-8	Applied Research for Organizational Leaders

PK-12 Principal Leadership Specialization (Prepares Candidates for Arizona PK-12 Principal Certification)

This specialization is designed to prepare candidates to be eligible for institutional recommendation for PK-12 principal certification in the State of Arizona. This preparation is intended for individuals interested in earning a graduate degree and in seeking an administrative certification to work as principals or assistant/associate principals in PK-12 (i.e. PK-2, K-3, K-6, K-8, 7-12) school settings or in other educational settings wherein a graduate degree and PK-12 administrative certification are required.

MEd in PK-12 Principal Leadership – 36 total credit hours

Candidates will take the courses below. If additional graduate courses beyond the 36 credits are needed to meet state-specific PK-12 principal certification requirements, they may be taken at NCU in addition to the 36 required credits, or transferred into the program with permission.

PL5035-8	Supervision of the PK-12 Curriculum
PL5016-8	Instructional Supervision and Leadership for PK-12 Principals
PL5004-8	School Law for PK-12 Principals
PL5013-8	School Finance for PK-12 Principals
PL5050-8	The PK-12 Principalship

Additional specific information is available in the Principal Leadership Handbook.

Reading Education

This specialization in reading will strengthen and polish scholarship and expertise in the teaching of the skills and strategies needed for developing proficiency in literacy in grades K-12. There will be an exploration of relevant and salient topics in the teaching

of literacy including theoretical foundations and frameworks, curriculum, instruction and assessment, as well as the historical, cultural, sociological, political, and economic trends and influences on literacy acquisition and development in American schools.

RDG5000-8	Theoretical and Research Foundations of Language and Literacy
RDG5001-8	Essential Elements of Elementary Reading and Writing Instruction
RDG5002-8	The English Language: Etymology, Elements and Implications for Instruction
RDG5003-8	Vocabulary Instruction and Development for Grades K-12
RDG5004-8	Reading Comprehension Instruction and Development Skills and Strategies for Grades K-12
RDG5005-8	Assessment of Reading and Writing Proficiency for Grades K-12

Note: The Reading Education specialization does not fall under the TEAC accreditation.

Special Education Specialization

This specialization prepares educators to address the needs of students with disabilities and gifted abilities by preparing such students to develop, implement and assess

specially designed curriculum. Attention is given to teaching methods and strategies that illustrate an advocacy for these student groups. The specialization can be customized to meet the student's unique professional and personal goals, and allows the student to concentrate their coursework on the advanced and the disabled student, or select a single focus.

MEd Courses in Special Education Specialization –30 credit hours

4 additional courses will be selected from the following:

SE5000-8	Introduction to Special Education
SE5001-8	Exceptional Student Assessment
SE5002-8	Characteristics of Learning Disabled Students
SE5003-8	Characteristics of Emotionally Disabled Students
SE5004-8	Teaching Methods for the Mentally Disabled
SE5005-8	Special Education Law
SE5006-8	Teaching Strategies for Learning Disabled and Behavioral Disorders

Sports Management Specialization

Both coaching and athletic administration are growing as professional disciplines. This program is designed to enhance leadership skills, strengthen teaching and administrative abilities, and apply ethics and values to all aspects of athletics.

The Sports Management specialization is for professional educators interested in PK-12 athletic administration and offers an outstanding professional development opportunity for those already serving as coaches and athletic administrators by advancing their knowledge and skills in the field.

Courses focus on leadership, legal aspects in athletics, financial analysis, marketing, sports governance, events and facilities management, ethics. Basic concepts are addressed in each course and application of those concepts emphasized. Courses will have a contemporary focus, emphasizing current problems and opportunities related to the content area. Most courses will emphasize projects and activities directly related to the student's work setting.

MEd Courses in Sports Management Specialization –30 credit hours

4 additional courses will be selected from the following:

SM5000-8	<u>Leadership and Administration of Athletic Programs</u>
SM5002-8	<u>Legal Aspects in Athletics</u>
SM5004-8	<u>Ethics in Sports</u>
SM5006-8	<u>Sports Governance and Policy Development</u>
SM5010-8	<u>Marketing in Athletics</u>
SM5012-	<u>Issues in Athletic Administration</u>

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Description of Program

In order to earn a Post-Master's Certificate, students must complete six courses (a total of 18 credit hours) within the chosen Post-Master's Certificate program. With the exception of the General Education certificate, each Post-Master's Certificate program is prescribed, meaning students can only take what is listed for the particular Post-Master's Certificate program (students may not substitute alternative courses). Students must complete all six NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admissions

Admission to the Post-Master's Certificate program requires a conferred master's level or higher degree from a regionally or nationally accredited academic institution.

Scope

6 NCU Courses (18 Credit hours) must be completed from the coursework outlined within the corresponding Post-Master's Certificate specialization. Courses taken as part of a Northcentral University master's program cannot be applied towards a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Sequence

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

- Coursework completed within a Post-Master's Certificate program may be applied towards the specialization sequence within a doctoral program.
- Applying Post-Master's Certificate coursework towards a doctoral degree is contingent upon coursework and degree relevance under the most current doctoral degree program version.

Completion Period for Post-Master's Certificate

Normal time to completion for this program is 16 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Northcentral University allows 2 years to complete all Post-Master's Certificate.

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

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

EXAMPLE: Student obtains a Post-Master's Certificate through the School of Business, but wants to obtain a doctorate through the School of Behavioral and Health Sciences.

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

Post-Master's Certificate offered by the School of Education

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

Curriculum & Teaching (CT)

18 credit hours

CT7000-8	Developing Instructional Strategies and Curriculum
CT7001-8	The Role of the Teacher Practitioner

CT7003-8	Teaching and Learning Foundations
CT7006-8	Multiple Intelligences
CT7007-8	Leadership for Student Achievement
CT7008-8	Evaluation of Instruction

Early Childhood Education (ECE)

18 credit hours

ECE7001-8	Topics in Early Childhood Education
ECE7002-8	Topics in Early Childhood Growth, Development, and Educational Programs
ECE7003-8	Topics in Early Childhood Program Administration
ECE7005-8	Early Childhood Curriculum and Assessment

ECE7007-8	Early Childhood Literacy and Literature
ECE7009-8	Families, Communities, and Schools as Partners in Early Childhood Education

Educational Leadership (EDL)

18 credit hours

ED7004-8	School Law
ED7008-8	Educating a Diversity of Students
ED7012-8	Educational Leadership
ED7013-8	Financial Issues in Schools
ED7022-8	Policies and Practices in Leadership
ED7030-8	Development of Organizational Leadership

E-Learning (EL)

18 credit hours

EL7003-8	Instructional Design and Engaging E-Learning Activities
EL7007-8	Developing Online Content Ethically and Legally
EL7001-8	Principles and Practices in E-Learning
EL7002-8	E-Learning Instructional Strategies
EL7004-8	The Online Learner
EL7006-8	Facilitating Adult Learning Online

English Second Language (ESL)

18 credit hours

ESL7001-8	Instructional Practices
ESL7002-8	Cultural Diversity

ESL7003-8	Evaluation of Diverse Students
ESL7004-8	Bilingual Instructional Methods
ESL7005-8	Developing Curriculum for ESL Students
ESL7007-8	Second Language Foundations

General Education

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

Students must complete a minimum of 18 credit hours for the certificate in General Education. Students must take at least four education courses from any of the Education Post-Master's Certificate programs offered and may take up to two courses from the Post-Master's Certificate offered in other fields (Psychology and/or Business) to fulfill their General Education certificate requirements.

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

Recommended Certificate Courses*- 18 credit hours

ED7004-8	School Law
ED7008-8	Educating a Diversity of Students

ED7012-8	Educational Leadership
ED7014-8	Practices in School Organization
ED7016-8	Supervision and Leadership in Schools
ED7017-8	Systems Dynamics

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their General Education certificate courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Global Training and Development (GTD)

18 credit hours

GTD7000-8	Human Performance: Paradigms and Possibilities
GTD7005-8	Strategic Links for Successful Global Training
GTD7007-8	The Role of Technology in the Global Training Marketplace

GTD7011-8	Best Practices for Training & Presenting to International Audiences
GTD7013-8	Evaluating Training Programs
GTD7019-8	Trainer as Consultant in the Global Marketplace

Instructional Leadership (IL)

18 credit hours

IL7000-8	The Culture of Learning
IL7001-8	Leader as Advocate and Decision Maker
IL7002-8	Leader as Community Advocate
ED7035-8	Curriculum Supervision
ED7030-8	Development of Organizational Leadership

ED7036-8	Innovation for Change
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International Education (IE)

18 credit hours

IE7001-8	Introduction to Global and Comparative Education
IE7003-8	Culture, Society and Education in Comparative Perspective
IE7005-8	International Organizations in Global Education
IE7007-8	International Education Leadership
IE7017-8	International Education Concepts and Theory
IE7021-8	Global Perspective on Ethical Issues

Leadership in Higher Education (LHE)

18 credit hours

LHE7004-8	Organization & Governance of Higher Education
LHE7005-8	Legal Issues in Higher Education
LHE7008-8	Higher Education Finance
LHE7010-8	Current Trends & Topics in Higher Education
LHE7011-8	Foundations of Higher Education Leadership
LHE7012-8	Strategic Planning & Institutional Effectiveness in Higher Education

Organizational Leadership (OL)

18 credit hours

OL7101-8	Building Organizational Capacity
OL7102-8	Leadership Ethics to Attain Organizational Excellence

OL7103-8	Theory and Practice of Organizational Leadership
OL7104-8	Leadership in Nonprofit Organizations
OL7100-8	Conflict Resolution and Mediation
OL7105-8	Leadership in Organizational Change

Special Education

18 credit hours

SE7000-8	Introduction to the Exceptional Student
SE7001-8	Assessment in Special Education
SE7003-8	Emotionally Disabled Student
SE7004-8	Developing Curriculum for the Mentally Disabled
SE7005-8	Law in Special Education

SE7006-8	Teaching Strategies in Special Education

Sports Management

18 credit hours

SM7100-8	Development of Human Resource Strategies in Intercollegiate Athletics
SM7103-8	Intercollegiate Sports Governance
SM7106-8	Legal Aspects of Equity in Intercollegiate Athletics
SM7109-8	Sports Compliance
SM7112-8	Advising the Student Athlete
SM7115-8	Facility Management and Programming

Description of Program

The EdS program is designed specifically for professionals who desire continuing education in response to the national and international need for professionals trained to work in diverse organizational settings. This program is tailored for students who aspire to engage in advanced levels of professional practice while increasing leadership and scholarship skills to develop solutions and communicate ideas to diverse stakeholders within a chosen field of study. Each specializations within the EdS prepares students for making informed, ethical decisions and improvements to current educational, organizational, and societal issues.

Northcentral's EdS program offers students a chance to advance in their chosen field or to embark on a new career through a 33 credit-hour course of study in selected specializations within the School of Education. The EdS specializations include Curriculum and Teaching, Early Childhood Education, Education Leadership, E-Learning, English as a Second Language, Global Training and Development, Higher Education Leadership, International Education, Instructional Leadership, Organizational Leadership, Special Education, and Sports Management.

Program Learning Outcomes

Upon completion of the EdS program, students will be able to:

1. Develop skills to support educational practices across diverse instructional and organizational settings.
2. Communicate with diverse audiences about educational theories, research, and practices.
3. Analyze professional skills, dispositions, and technology options for learning and educating diverse groups.
4. Apply evidence-based solutions for addressing educational, organizational, and societal issues.
5. Analyze current research, theories, and instructional practices in educational and organizational environments.

Basis for Admissions

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

General Degree Requirements

The EdS Program may be completed in 33 credits. An Academic Advisor or Enrollment Specialist evaluates each student individually and works with the student to create an academically sound Learning Plan based on prior academics and their professional goals.

Completion Period for Doctoral Degrees

Northcentral University allows 5 years to complete the EdS degree.

The University may accept up to 12 semester credit hours in transfer with a maximum of 9 semester credit hours in transfer eligible toward the specialization courses in the Education Specialist degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of “B” or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdS program.

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

Normal time to completion for this program is 51 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdS program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Education Specialist (EdS) Degree Requirements

Individuals with a previously completed master’s degree will meet the basis of admission to the Education Specialist Program. Students enrolled in the Education Specialist program are required to complete foundations, scholarly writing, specialization courses, and the capstone course with a Grade Point Average of 3.00 (B) or higher.

Educational Specialist Course Sequence

All foundation and specialization coursework must be completed prior to students entering into the capstone course.

All EdS specializations require the following courses:

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

EdS Required Basic Foundation Courses – 6 credit hours

EDU7101-8	Foundations for Graduate Study in Education (This course will be taken as the first course)
EDU7001-8	Advanced Scholarly Writing

The EdS in Education requires two Foundations courses, two Research courses, six Specialization courses, and one Capstone course for a total of 33 credit hours.

	Specialization Course 1
EDU7002-8	Educational Research Methodology
	Specialization Course 2
	Specialization Course 3
	Specialization Course 4
EDR7112	Action Research

	Specialization Course 5
	Specialization Course 6

Education Specialist Capstone Course - 3 credit hours

ED7053-8	Education Specialist Capstone Project
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Education Specialist (EdS) Specializations

The Education Specialist (EdS) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdS attracts individuals who are primarily professionals either at the PK-12 level or the higher education level. (Enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). The EdS capstone focuses on solving a problem in the workplace or in the professional field of education and results in a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. Specializations are offered in the following areas:

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education
- Organizational Leadership
- Special Education
- Sports Management

[Specialization Selections for the Education Specialist Degree Program \(EdS\)](#)

Curriculum and Teaching (CT) Specialization

This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

EdS Courses for CT Specialization – 18 credit hours

Select 6 courses from the following:

CT7000-8	<u>Developing Instructional Strategies and Curriculum</u>
CT7001-8	<u>The Role of the Teacher Practitioner</u>
CT7002-8	<u>Identifying and Maximizing Learning/Teaching Styles</u>
CT7003-8	<u>Teaching and Learning Foundations</u>
CT7004-8	<u>Language and Literacy Education</u>
CT7005-8	<u>Literacy: Focus on Curriculum</u>
CT7007-8	<u>Leadership for Student Achievement</u>
CT7008-8	<u>Evaluation of Instruction</u>

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Early Childhood Education (ECE) Specialization

The Education Specialist in Early Childhood Education program allows students to explore a broad spectrum of topics from growth and development, childhood literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed with an emphasis on the development of skills in scientific inquiry and leadership. Students enrolled in this program will develop an understanding of theory related to the study of education in early childhood. Students will apply research findings in an informed manner and conduct applied research and program evaluation.

EdS Courses for ECE Specialization – 18 credit hours

Select 6 courses from the following:

ECE7001-8	Topics in Early Childhood Education
ECE7002-8	Topics in Early Childhood Growth, Development, and Educational Programs
ECE7003-8	Topics in Early Childhood Program Administration
ECE7005-8	Early Childhood Curriculum and Assessment
ECE7007-8	Early Childhood Literacy and Literature

ECE7009-8	Families, Communities, and Schools as Partners in Early Childhood Education
CT7004-8	Language and Literacy Education
CT7005-8	Literacy: Focus on Curriculum

Educational Leadership (EDL) Specialization

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

EdS Courses for EDL Specialization – 18 credit hours

Select 6 courses from the following:

ED7004-8	School Law
ED7005-8	Language Arts and Reading
ED7008-8	Educating a Diversity of Students
ED7012-8	Educational Leadership

ED7013-8	Financial Issues in Schools
ED7015-8	Safety Issues for Educators
ED7016-8	Supervision and Leadership in Schools
ED7022-8	Policies and Practices in Leadership
ED7030-8	Development of Organizational Leadership

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

EdS Courses for EL Specialization – 18 credit hours

Select 6 courses from the following:

EL7001-8	Principles and Practices in E-Learning
EL7002-8	E-Learning Instructional Strategies

EL7003-8	Instructional Design and E-Learning Activities
EL7004-8	The Online Learner
EL7006-8	Facilitating Adult Learning Online
EL7007-8	Developing Online Content Ethically and Legally
EL7008-8	Online Learning Communities in an Online Course
EL7010-8	Online Learning for K12 Students
ED7008-8	Educating a Diversity of Students

English Second Language (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students and to design instruction with bilingual materials. A practicum is possible for this level of study in English as a Second Language. (Note: students seeking ESL

certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

EdS Courses for ESL Specialization – 18 credit hours

Select 6 courses from the following:

ESL7001-8	Instructional Practices
ESL7002-8	Cultural Diversity
ESL7003-8	Evaluation of Diverse Students
ESL7004-8	Bilingual Instructional Methods
ESL7005-8	Developing Curriculum for ESL Students
ESL7007-8	Second Language Foundations

Global Training and Development (GTD) Specialization

The graduates from Global Training and Development are tomorrow's leaders in the field of training. The coursework entails theoretical and practical information from the areas of organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future effectiveness. The specialization emphasizes systemic leadership and organizational capacity.

EdS Courses for GTD Specialization – 18 credit hours

Select 6 courses from the following:

GTD7000-8	Human Performance: Paradigms and Possibilities
GTD7005-8	Strategic Links for Successful Global Training
GTD7007-8	The Role of Technology in the Global Training Marketplace
GTD7011-8	Best Practices for Training and Presenting to International Audiences
GTD7013-8	Evaluating Training Programs
GTD7019-8	Trainer as Consultant in the Global Marketplace
ED7017-8	Systems Dynamics
ED7030-8	Development of Organizational Leadership

Instructional Leadership (IL) Specialization

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

EdS Courses for IL Specialization – 18 credit hours

Select 6 courses from the following:

IL7000-8	The Culture of Learning
IL7001-8	Leader as Advocate and Decision Maker
IL7002-8	Leader as Community Advocate
ED7014-8	Practices in School Organization
ED7016-8	Supervision and Leadership in Schools
ED7035-8	Curriculum Supervision
ED7030-8	Development of Organizational Leadership
ED7036-8	Innovation for Change

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International Education (IE) Specialization

Today, leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

EdS Courses for IE Specialization – 18 credit hours

Select 6 courses from the following:

IE7001-8	<u>Introduction to Global and Comparative Education</u>
IE7003-8	<u>Culture, Society and Education in Comparative Perspective</u>
IE7005-8	<u>International Organizations in Global Education</u>
IE7009-8	<u>Education in Conflict and Emergencies</u>
IE7013-8	<u>Globalization and Educational Change</u>
IE7007-8	<u>International Education Leadership</u>

IE7017-8	International Education Concepts and Theory
IE7021-8	Global Perspective on Ethical Issues

Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Action or applied research is conducted to identify future directions of national and global higher education leadership.

EdS Courses for LHE Specialization – 18 credit hours

Select 6 courses from the following:

LHE7004-8	Organization & Governance of Higher Education
LHE7005-8	Legal Issues in Higher Education
LHE7006-8	Student Affairs Leadership
LHE7007-8	Strategic Enrollment Leadership
LHE7008-8	Higher Education Finance
LHE7010-	Current Trends & Topics in Higher Education

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LHE7011-8	Foundations of Higher Education Leadership
LHE7012-8	Strategic Planning & Institutional Effectiveness in Higher Education
LHE7013-8	Community College Curriculum and Program Development
LHE7014-8	Introduction to the Community College

Organizational Leadership (OL) Specialization

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

EdS Specialization Courses for OL Specialization– 18 credit hours

Select 6 courses from the following:

OL7100-8	Conflict Resolution and Mediation
OL7101-8	Building Organizational Capacity

OL7102-8	Leadership Ethics to Attain Organizational Excellence
OL7103-8	Theory and Practice of Organizational Leadership
OL7104-8	Leadership in Nonprofit Organizations
OL7105-8	Leadership in Organizational Change

Special Education (SE) Specialization

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

EdS Courses for Special Education Specialization – 18 credit hours

Select 6 courses from the following:

SE7000-8	Understanding Students with Disabilities
SE7001-8	Assessment in Special Education

SE7002-8	Characteristics of Learning Disabled Students
SE7003-8	Emotionally Disabled Student
SE7004-8	Developing Curriculum for the Mentally Disabled
SE7005-8	Law in Special Education
SE7006-8	Teaching Strategies in Special Education

Sports Management (SM) Specialization

The Education Specialist degree with a specialization in Sports Management provides educators with leadership expertise in this growing field. The program is designed to allow students the ability to increase their understanding of the field of Sports Management through practical application and doctoral research on the influences that impact sports and athletics. The program includes a combination of science-based academics, research methods, and real-world experience with an emphasis on the ever-changing financial, legal, political, and marketing concerns within the sports industry.

EdS Courses for Sports Management Specialization – 18 credit hours.

Select 6 courses from the following:

SM7100-8	Development of Human Resource Strategies in Intercollegiate Athletics
SM7103-	Intercollegiate Sports Governance

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SM7106-8	<u>Legal Aspects of Equity in Intercollegiate Athletics</u>
SM7109-8	<u>Sports Compliance</u>
SM7112-8	<u>Advising the Student Athlete</u>
SM7115-8	<u>Facility Management and Programming</u>
SM7118-8	<u>Financial Administration of Sports Facilities and Programs</u>

Doctor of Education

The EdD program attracts innovative self-starters who have leadership responsibility to provide learning and training for individuals in colleges, PK-12 schools, proprietary organizations, private, non-profit, and public organizations, or the military. This doctoral degree program emphasizes the application of theoretical knowledge and research to advance practice within a field of study. Students will gain the knowledge, skills, and dispositions to make informed, ethical decisions, develop solutions, and communicate ideas to diverse stakeholders addressing current educational, organizational, and societal issues.

Program Learning Outcomes

1. Develop leadership skills to support educational practices across diverse instructional and organizational settings.
2. Analyze educational theories and research supporting diverse instructional practices.
3. Analyze professional skills, dispositions, and technology options for leading and educating diverse groups.
4. Communicate with diverse audiences about educational theories, research, and practices.
5. Evaluate evidence-based solutions for addressing educational, organizational, and societal issues.

Basis for Admissions

Admission to the Doctor of Education program requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

In addition to general requirements for admission to an EdD program, applicants to the EdD program with specialization in **Nursing Education** must provide a copy of the following:

- A valid and active RN license from the United States

General Degree Requirements

The EdD Program may be completed in 54 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credits or less.

Northcentral University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of “B” or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the EdD program.

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

Normal time to completion for this program is 83 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 40 months.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The EdD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

Doctor of Education (EdD) Degree Requirements

Individuals with a previously completed master’s degree will meet the basis of admission to the Doctor of Education Program.

Doctoral courses are comprised of methods, the comprehensive exam course, and the dissertation with a Grade Point Average of 3.00 (B) or higher.

EdD students must demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

Doctoral Dissertation Process

The School of Education has developed a logical step-by-step process that assists in completing an EdD applied research dissertation. Northcentral University provides a detailed EdD Dissertation Handbook that explains the process and Northcentral University's dissertation support structure. The EdD doctoral research courses, the comprehensive course and the dissertation courses are specifically designed to guide students through the process.

The dissertation is the capstone academic achievement of the EdD. The EdD dissertation is applied, project based and results in a product designed to produce appreciable improvements in the student's school or organization and must also impact the student's leadership growth. Although applied and project based, the EdD dissertation is a scholarly document. To earn the EdD degree, the student must demonstrate the ability, drive, and determination; and Northcentral University will provide the faculty, the academic support and process to assist in the attainment of high academic goals.

The School of Education offers students the opportunity to pursue an area of specialization within a degree program. Students who complete at least 18 semester credit hours in a specific specialization may elect to have the specialization recorded on their transcript and diploma.

Northcentral University recognizes that each student is unique, and therefore evaluates each application based not only on what courses or program of study a student has accomplished previously, but takes into consideration which specialization is being pursued at Northcentral University and their current and future professional goals.

Doctoral Course Sequence

All foundation competency courses, specialization courses, and method coursework must be completed prior to students entering into the Comprehensive Examination. Upon successful completion of the Doctoral Comprehensive Examination, students become official Doctoral Candidates and may move onward to the dissertation coursework which is completed sequentially.

The EdD is applied research. The research does not have the same stringency test for originality as a Doctor of Philosophy degree. An Oral Presentation of the EdD dissertation is required.

Credit Hours- The EdD program may be completed in 54 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Basis of Admission - In order to enter the doctoral (EdD) program, applicants must have earned a master's degree from an accredited university. Please note, in addition to general requirements for admission to an Ed.D program, applicants to the Ed.D program with specialization in **Nursing Education** must provide a copy of the a valid and active RN license from the United States.

All EdD specializations require the following courses:

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

EdD Required Basic Foundation Courses – 6 credit hours

EDU7101-8	Foundations for Graduate Study in Education (This course will be taken as the first course)
EDU7001-8	Advanced Scholarly Writing

The EdD in Education requires two Foundation Courses, five Specialization, five research courses and one Statistical course for a total of 39 credit hours.

	Specialization Course 1
EDR7100	Scholarly Literature Review
EDR7103	Research Methods
	Specialization Course 2
EDR7101	Statistics 1

	Specialization Course 3
EDR7104	Introduction to Measurement
	Specialization Course 4
EDR7105 or EDR7106	Advanced Qualitative Design and Measurement Advanced Quantitative Design and Measurement
	Specialization Course 5
EDR7109 or EDR7110 or EDR7111 or EDR7112	Mixed Methods Research Program Evaluation Case Study Action Research

*EDR7102 Statistics II is available for EdD students as an elective course in addition to the prescribed degree plan.

Doctoral Comprehensive Examination (EdD) - 3 credit hours

CMP9400E	Doctoral Comprehensive Examination
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Dissertation Courses - 12 credit hours

DIS9401E	Doctoral Dissertation Research I*
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DIS9402E	Doctoral Dissertation Research II*
DIS9403E	Doctoral Dissertation Research III*
DIS9404E	Doctoral Dissertation Research IV*

*Dissertation Research - A minimum of four dissertation research courses must be completed in order to complete the program.

Doctor of Education (EdD) Specializations

The Doctor of Education (EdD) program emphasizes an applied, project based approach to development of appreciable improvements in the body of educational practice. The EdD attracts individuals who are primarily professional administrators either at the PK-12 level or the higher education level. (Deans, enrollment managers, superintendents, principals, teacher leaders, and education faculty who primarily teach - not do research, educational consultants, trainers in organizations). EdD research focuses on solving a problem in the workplace or in the professional field of education and results in a dissertation, but also produces a "product" or solution. This degree is also intended to help students increase their own workplace Leadership Skills. For EdD students, all the statistics they will need is embedded into the Research Courses. An oral presentation of the dissertation is required. Specializations are offered in the following areas:

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- General Education
- Global Training and Development
- Instructional Leadership
- International Education
- Leadership in Higher Education
- Learning Analytics in Higher Education

- Nursing Education
- Organizational Leadership
- Special Education
- Sports Management

In the Doctor of Education, specializations such as Curriculum and Teaching (CT), Early Childhood Education (ECE), Educational Leadership (EL), English Second Language (ESOL), Instructional Leadership (IL), Special Education (SE), and Sports Management (SM) have a curriculum focused on the PK-12 environment.

***Please note these Doctoral level PK-12 specializations are not accredited by the Teacher Education Accreditation Council (TEAC).**

Specialization Selections for the Doctor of Education Degree Program (EdD)

Curriculum and Teaching (CT) Specialization

This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

EdD Courses for CT Specialization – 15 credit hours

Select 5 courses from the following:

CT7000-8	<u>Developing Instructional Strategies and Curriculum</u>
CT7001-8	<u>The Role of the Teacher Practitioner</u>
CT7002-8	<u>Identifying and Maximizing Learning/Teaching Styles</u>
CT7003-8	<u>Teaching and Learning Foundations</u>

CT7004-8	Language and Literacy Education
CT7005-8	Literacy: Focus on Curriculum
CT7007-8	Leadership for Student Achievement
CT7008-8	Evaluation of Instruction

Early Childhood Education (ECE) Specialization

The Doctor of Education in Early Childhood Education program allows students to explore a broad spectrum of topics from growth and development, childhood literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed with an emphasis on the development of skills in scientific inquiry and leadership. Students enrolled in this program will develop an understanding of theory related to the study of education in early childhood. Students will apply research findings in an informed manner and conduct applied research and program evaluation.

EdD Courses for ECE Specialization – 15 credit hours

Select 5 courses from the following:

ECE7001-8	Topics in Early Childhood Education
ECE7002-8	Topics in Early Childhood Growth, Development, and Educational Programs

ECE7003-8	Topics in Early Childhood Program Administration
ECE7005-8	Early Childhood Curriculum and Assessment
ECE7007-8	Early Childhood Literacy and Literature
ECE7009-8	Families, Communities, and Schools as Partners in Early Childhood Education
CT7004-8	Language and Literacy Education
CT7005-8	Literacy: Focus on Curriculum

Educational Leadership (EDL) Specialization

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

EdD Courses for EDL Specialization – 15 credit hours

Select 5 courses from the following:

ED7004-8	School Law
ED7005-8	Language Arts and Reading
ED7008-8	Educating a Diversity of Students
ED7012-8	Educational Leadership
ED7013-8	Financial Issues in Schools
ED7015-8	Safety Issues for Educators
ED7016-8	Supervision and Leadership in Schools
ED7022-8	Policies and Practices in Leadership
ED7030-8	Development of Organizational Leadership

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base of current research for the planning and implementation of teaching and delivery modalities using instructional design methodologies incorporating educational media.

EdD Courses for EL Specialization – 15 credit hours

Select 5 courses from the following:

EL7001-8	<u>Principles and Practices in E-Learning</u>
EL7002-8	<u>E-Learning Instructional Strategies</u>
EL7003-8	<u>Instructional Design and E-Learning Activities</u>
EL7004-8	<u>The Online Learner</u>
EL7006-8	<u>Facilitating Adult Learning Online</u>
EL7007-8	<u>Developing Online Content Ethically and Legally</u>
EL7008-8	<u>Online Learning Communities in an Online Course</u>
EL7010-	<u>Online Learning for K12 Students</u>

English Second Language (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students and to design instruction with bilingual materials. A practicum is possible for this level of study in English as a Second Language. (Note: students seeking ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

EdD Courses for ESL Specialization – 15 credit hours

Select 5 courses from the following:

ESL7001-8	Instructional Practices
ESL7002-8	Cultural Diversity
ESL7003-8	Evaluation of Diverse Students
ESL7004-8	Bilingual Instructional Methods
ESL7005-8	Developing Curriculum for ESL Students
ESL7007-8	Second Language Foundations

General Education Specialization

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

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

Recommended Specialization Courses* - 15 credit hours

ED7004-8	School Law
ED7008-8	Educating a Diversity of Students
ED7012-8	Educational Leadership
ED7014-8	Practices in School Organization
ED7016-8	Supervision and Leadership in Schools

*Note: Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Global Training and Development (GTD) Specialization

The graduates from Global Training and Development are tomorrow's leaders in the field of training. The coursework entails theoretical and practical information from the

areas of organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future effectiveness. The specialization emphasizes systemic leadership and organizational capacity.

EdD Courses for GTD Specialization – 15 credit hours

Select 5 courses from the following:

GTD7000-8	Human Performance: Paradigms and Possibilities
GTD7005-8	Strategic Links for Successful Global Training
GTD7007-8	The Role of Technology in the Global Training Marketplace
GTD7011-8	Best Practices for Training and Presenting to International Audiences
GTD7013-8	Evaluating Training Programs
GTD7019-8	Trainer as Consultant in the Global Marketplace
OL7101-8	Building Organizational Capacity

OL7100-8	Conflict Resolution and Mediation
ED7017-8	Systems Dynamics
OL7102-8	Leadership Ethics to Attain Organizational Excellence
ED7030-8	Development of Organizational Leadership

Instructional Leadership (IL) Specialization

Leaders are needed to assist school districts and state educational boards with improvement of instructional capacities in our schools. This specialization provides a strong background in the supervision of instruction and the ability to assess and interpret data. The specialization focuses on instructional improvements and reform to enhance student achievement.

EdD Courses for IL Specialization – 15 credit hours

Select 5 courses from the following:

IL7000-8	The Culture of Learning
IL7001-8	Leader as Advocate and Decision Maker
IL7002-8	Leader as Community Advocate

ED7014-8	Practices in School Organization
ED7016-8	Supervision and Leadership in Schools
ED7035-8	Curriculum Supervision
ED7030-8	Development of Organizational Leadership
ED7036-8	Innovation for Change

International Education (IE) Specialization

Today, leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

EdD Courses for IE Specialization – 15 credit hours

Select 5 courses from the following:

IE7001-8	Introduction to Global and Comparative Education
IE7003-	Culture, Society and Education in Comparative

8	Perspective
IE7005-8	International Organizations in Global Education
IE7009-8	Education in Conflict and Emergencies
IE7013-8	Globalization and Educational Change
IE7007-8	International Education Leadership
IE7017-8	International Education Concepts and Theory
IE7021-8	Global Perspective on Ethical Issues

Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Action or applied research is conducted to identify future directions of national and global higher education leadership.

EdD Courses for LHE Specialization – 15 credit hours

Select 5 courses from the following:

LHE7004-	Organization & Governance of Higher Education
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LHE7005-8	<u>Legal Issues in Higher Education</u>
LHE7006-8	<u>Student Affairs Leadership</u>
LHE7007-8	<u>Strategic Enrollment Leadership</u>
LHE7008-8	<u>Higher Education Finance</u>
LHE7010-8	<u>Current Trends & Topics in Higher Education</u>
LHE7011-8	<u>Foundations of Higher Education Leadership</u>
LHE7012-8	<u>Strategic Planning & Institutional Effectiveness in Higher Education</u>
LHE7013-8	<u>Community College Curriculum and Program Development</u>
LHE7014-8	<u>Introduction to the Community College</u>

Learning Analytics in Higher Education (LAHE) Specialization

This specialization seeks to immerse the student into the ever growing field of Learner Analytics. Students will be exposed to history of data analytics, which includes the identification of both early and prominent foundations of learner analytics, as well as an introductions to key theories, leading experts, useful best practices, and applications in higher education. This specialization will provide instruction on the proper identification, utility, and application of relevant data in the education world, as well as provide and introduction into the components of datum, data mining, and types of data analytics, inclusive of tools to extract and analyze data, educational research methods, and relative predictive statistical test that are used in the field. Exposure to important issues within the realm of learning analytics, such as technology and the role of Learning Management Systems (LMS) in personal learning, intelligent data, and adaptive modeling is also crucial to the student. Additionally, this specialization will address key components of data integrity such as data privacy (FERPA), data security and time sensitivity, as well as identify relevant higher education users and key stakeholders and discuss how to build institutional capacity and drive improvement by properly using learning analytics to improve educational outcomes.

EdD Specialization Courses for LAHE Specialization–15 credit hours

LAHE7000-8	Introduction to Learning and Knowledge Analytics
LAHE7001-8	Using Educational Data
LAHE7002-8	A Macro Level Approach to Learning Analytics in Higher Education
LAHE7003-8	Applying Learning Analytics in Higher Education
LAHE7004-8	Learning Analytics Tools

LAHE7005-8	Implementing a Higher Education Learning Analytics Project

Organizational Leadership (OL) Specialization

Designed for professionals aspiring towards leadership roles in education, corporate, government, or community organizations, this specialization equips students with the tools necessary to make things happen in any organization. This specialization concentrates on the strategies to forge alliances, build confidence, and inspire a shared vision. This curriculum is grounded in applied research and provides exploration of issues and resolutions in contemporary organizations.

EdD Specialization Courses for OL Specialization– 15 credit hours

Select 5 courses from the following:

OL7100-8	Conflict Resolution and Mediation
OL7101-8	Building Organizational Capacity
OL7102-8	Leadership Ethics to Attain Organizational Excellence
OL7103-8	Theory and Practice of Organizational Leadership
OL7104-8	Leadership in Nonprofit Organizations

OL7105-8	Leadership in Organizational Change
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Nursing Education (NUR) Specialization

The School of Education at Northcentral University (NCU) is pleased to offer an online Doctor of Education (Ed.D.) in Nursing Education. NCU's exemplary reputation for instructional quality will provide a strong foundation for a doctoral experience that comprises opportunities to develop scholarship, conduct research, and enhance leadership skills for nursing educators. The principal mission of this program is to prepare nurse educators and leaders who will participate and support growth in nursing education. The recent shortage of nursing faculty has resulted in a scarcity of enrollment vacancies in U.S. nursing programs. It is this gap that NCU's Ed.D. in Nursing Education is designed to fill.

EdD Courses for NUR Specialization –15 credit hours

Select 5 courses from the following:

NUR7000-8	Nursing Education Theories and Concepts
NUR7001-8	Future of Nursing Education – Challenges for the Educational Leader
NUR7002-8	The Nurse as Educator
NUR7003-8	Evidenced Based Teaching in Nursing
NUR7004-8	Teaching with Technology in Nursing Education

NUR7005-8	Assessment and Evaluation in Nursing Education
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Special Education (SE) Specialization

The program is designed for students who work with gifted and disabled students in a variety of settings. The course offerings in this specialization cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of students, learning differences, and instructional strategies to address the needs of these students. Additionally, the specialization will provide the skills to plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student.

EdD Courses for SE Specialization – 15 credit hours

Select 5 courses from the following:

SE7000-8	Understanding Students with Disabilities
SE7001-8	Assessment in Special Education
SE7002-8	Characteristics of Learning Disabled Students
SE7003-8	Emotionally Disabled Student
SE7004-8	Developing Curriculum for the Mentally Disabled
SE7005-8	Law in Special Education

SE7006-8	Teaching Strategies in Special Education

Sports Management (SM) Specialization

The Doctor of Education degree with a specialization in Sports Management provides educators with leadership expertise in this growing field. The program is designed to allow students the ability to increase their understanding of the field of Sports Management through practical application and doctoral research on the influences that impact sports and athletics. The program includes a combination of science-based academics, research methods, and real-world experience with an emphasis on the ever-changing financial, legal, political, and marketing concerns within the sports industry.

EdD Courses for SM Specialization – 15 credit hours.

Select 5 courses from the following:

SM7100-8	Development of Human Resource Strategies in Intercollegiate Athletics
SM7103-8	Intercollegiate Sports Governance
SM7106-8	Legal Aspects of Equity in Intercollegiate Athletics
SM7109-8	Sports Compliance
SM7112-	Advising the Student Athlete

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SM7115-8	<u>Facility Management and Programming</u>
SM7118-8	<u>Financial Administration of Sports Facilities and Programs</u>

Doctor of Philosophy in Education

Description of Program

The PhD Program is suitable for innovative self-starters who want to combine a strong base of theoretical knowledge with a desire to conduct research in and about colleges, PK-12 schools, proprietary organizations, private, non-profit, and public organizations, or the military. This program prepares leaders to be critical consumers of information and use evidence-based research to inform and improve practice. Students will gain the knowledge, skills, and dispositions to make informed ethical decisions, develop solutions, and communicate ideas to diverse stakeholders, addressing, current educational, organizational, and societal issues.

Program Learning Outcomes

1. Develop knowledge of educational theories, research, and diverse instructional practices.
2. Communicate with diverse audiences about educational theories, research, and practices.
3. Develop evidence-based solutions addressing current educational, organizational, and societal issues.
4. Analyze professional skills, dispositions, and technology options for leading and educating diverse groups.
5. Conduct educational research that contributes to the body of knowledge specific to a discipline.

Basis for Admissions

Admission to the Doctor of Philosophy in Education requires a conferred post-baccalaureate master's degree and/or doctoral degree from a regionally or nationally accredited academic institution. Examples of acceptable doctoral degrees include doctor of philosophy (PhD), and doctor of education (EdD).

The PhD Research and Dissertation

The University has developed a logical step-by-step process that assists in completing the dissertation. Northcentral University provides a detailed Dissertation Handbook that explains the process and Northcentral University's dissertation support structure.

The PhD doctoral research courses, the PhD comprehensive course and the PhD dissertation courses are specifically designed as a guide through the process in an orderly and meaningful fashion and lead to the oral defense.

The dissertation is the capstone academic achievement of the PhD. The PhD dissertation is a scholarly documentation of the research. To earn the PhD the student

must demonstrate the ability, motivation, and commitment and Northcentral University will provide the faculty, the academic support and process to assist with the attainment of high academic goals.

The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already studied in the field. PhD students take EDR8101 – Applied Statistics and EDR8102, Advanced Statistical Methods as part of their program of study. There is also an oral defense.

General Degree Requirements

The PhD Program may be completed in 60 semester credit hours. 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.

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credits or less.

Northcentral University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of “B” or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD program.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 82 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule

designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 45 months.

Certification and Licensing

The School of Education serves educational leaders by providing online graduate studies in education to reach worldwide populations. The PhD program is designed to reach national and international markets and does not purport to provide licensure or certification in any particular state or country.

PhD Degree Requirements

PhD students are required to demonstrate competency in specific subject areas prior to enrolling in any of the specialization or elective courses.

Foundational Competencies for PhD Program

- **Graduate Level Statistics Competency** - PhD students are required to complete a Statistics I Course, EDR8101, and Statistics II, EDR8102.
- **Competency in Research Writing Skills** - PhD students are required to show competency in writing skills for research purposes through their Northcentral University graduate coursework before being assigned to any dissertation courses. Students will be required to take EDU8001, Advanced Scholarly Writing, to improve APA formatting skills and to address advanced writing and research skills.
- **Computer Competency** - PhD students are required to use appropriate computer skills that are necessary in writing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents, etc.). In addition, students need to use computer programs for the statistical analysis and presentation of data (e.g., Excel, SPSS). The oral defense normally requires a computer-based presentation by the candidate (e.g., a Power Point presentation).

Doctoral Dissertation Process

Faculty guide each Northcentral University Doctoral student to reach this high goal through a systematic process leading to a high-quality completed dissertation. A PhD dissertation is a scholarly documentation of research that makes an original contribution to the field of study. This process requires care in choosing a topic, documenting its importance, planning the methodology, and conducting the research. These activities lead smoothly into the writing and oral presentation of the dissertation.

A doctoral candidate must be continuously enrolled throughout the series of dissertation courses. If additional time is required to complete any of the dissertation courses, students must re-enroll and pay the tuition for that course. Continuous enrollment will only be permitted when students demonstrate progress toward completing dissertation requirements. The Dissertation Committee determines progress.

PhD Doctoral Course Sequence

Credit Hours - The PhD program may be completed with a minimum of 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

The PhD in Education requires the following courses for every specialization:

Click on the course name for description, click again to close.

Required Foundational Courses must be taken first and in sequence.

PhD Required Basic Foundation Courses – 6 credit hours

EDU8000-8	Foundations for Doctoral Study in Education (This course will be taken as the first course)
EDU8001-8	Advanced Scholarly Writing

The PhD in Education requires two Foundation courses, six Specialization courses, five Research courses, and two Statistics courses for a total of 45 credit hours.

	Specialization Course 1
EDR8100	Scholarly Literature Review
EDR8103	Research Methods
	Specialization Course 2

EDR8101	Statistics I
	Specialization Course 3
EDR8102	Statistics II
EDR8104	Introduction to Measurement
	Specialization Course 4
	Specialization Course 5
EDR8105 or EDR8106	Advanced Qualitative Design and Measurement Advanced Quantitative Design and Measurement
	Specialization Course 6
EDR8109 or EDR8110 or EDR8111 or EDR8112	Mixed Methods Research Program Evaluation Case Study Action Research

Doctoral Comprehensive Examination (PhD) - 3 credit hours

**Dissertation Courses - 12 credit hours

CMP9500E	Doctoral Comprehensive Examination
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DIS9501E	PhD Doctoral Dissertation
DIS9502E	PhD Doctoral Dissertation
DIS9503E	PhD Doctoral Dissertation
DIS9504E	PhD Doctoral Dissertation

**Dissertation Research - A minimum of four dissertation research courses must be completed in order to complete the program.

Doctor of Philosophy in Education Degree Program (PhD) Specializations

The PhD degree in Education focuses on enhancing the body of knowledge of education. The PhD is intended for the student who wishes to primarily teach in higher education, conduct educational research or work in the area of educational research (full time faculty dedicated to teaching AND research, institutional researchers, etc.) The PhD research is aimed at contributing to the body of research knowledge - either new research or adding to research already completed in the field.

PhD students may select from the following specializations

- Curriculum and Teaching
- Early Childhood Education
- Educational Leadership
- E-Learning
- English Second Language
- Global Training and Develop
- International Education
- Instructional Leadership
- Leadership in Higher Education

- Organizational Leadership
- Special Education
- Sports Management

Specialization areas for the Doctor of Philosophy in Education Degree Program (PhD)

Curriculum and Teaching (CT) Specialization

Education is the foundation on which modern society is built. This specialization provides students with the skill sets, knowledge and competencies to become a leader in the area of curriculum design and teaching. The specialization will provide an in-depth review of current practices, research, and contemporary teaching issues.

PhD Specialization Courses in the CT Specialization – 18 credit hours

Select 6 courses from the following:

CT7000-8	<u>Developing Instructional Strategies and Curriculum</u>
CT7001-8	<u>The Role of the Teacher Practitioner</u>
CT7002-8	<u>Identifying and Maximizing Learning/ Teaching Styles</u>
CT7003-8	<u>Teaching and Learning Foundations</u>
CT7004-8	<u>Language and Literacy Education</u>

CT7005-8	Literacy: Focus on Curriculum
CT7007-8	Leadership for Student Achievement
CT7008-8	Evaluation of Instruction

Early Childhood Education (ECE) Specialization

The Doctor of Philosophy in Education in Early Childhood Education program is designed to prepare students for positions of leadership in schools, higher education organizations, and research settings. The program is competency-based, with specific emphasis on research and teaching across a broad spectrum of topics from childhood development, literature, program administration, curriculum and assessment, and stakeholder partnerships. The specialization is designed to promote an understanding of the breadth and depth of early childhood education research, curriculum, and policy. In addition, throughout the program, students will apply scientific findings and conduct theory-based research applicable to this field.

PhD Courses for ECE Specialization – 18 credit hours

Select 6 courses from the following:

ECE7001-8	Topics in Early Childhood Education
ECE7002-8	Topics in Early Childhood Growth, Development, and Educational Programs
ECE7003-8	Topics in Early Childhood Program Administration

ECE7005-8	Early Childhood Curriculum and Assessment
ECE7007-8	Early Childhood Literacy and Literature
ECE7009-8	Families, Communities, and Schools as Partners in Early Childhood Education
CT7004-8	Language and Literacy Education
CT7005-8	Literacy: Focus on Curriculum

Educational Leadership (EDL) Specialization

Education is the foundation on which modern society is built. This specialization prepares the student to address management and leadership issues in education and guide others through training, excellence in teaching, research and service. This specialization provides the knowledge base to be a leader in the field of education, facilitated by research and analysis.

PhD Specialization courses in EDL Specialization – 18 credit hours

Select 6 courses from the following:

ED7004-8	School Law
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ED7005-8	Language Arts and Reading
ED7008-8	Educating a Diversity of Students
ED7012-8	Educational Leadership
ED7013-8	Financial Issues in Schools
ED7014-8	Practices in School Organization
ED7015-8	Safety Issues for Educators
ED7022-8	Policies and Practices in Leadership
ED7030-8	Development of Organizational Leadership

E-Learning (EL) Specialization

This specialization integrates curriculum development, instructional design and course delivery using technology and online learning management systems. The specialization focuses on providing a knowledge base through current research and analysis of the planning and implementation of teaching and delivery modalities. Coursework focuses on instructional design methodologies incorporating educational media.

PhD Courses in EL Specialization– 18 credit hours

Select 6 courses from the following:

EL7001-8	Principles and Practices in E-Learning
EL7002-8	E-Learning Instructional Strategies
EL7003-8	Instructional Design and E-Learning Activities
EL7004-8	The Online Learner
EL7006-8	Facilitating Adult Learning Online
EL7007-8	Developing Online Content Ethically and Legally
EL7008-8	Online Learning Communities in an Online Course
EL7010-8	Online Learning for K12 Students

English Second Language (ESL) Specialization

The pedagogy of language acquisition is of extreme importance in today's classrooms and businesses. This specialization provides the knowledge base to build successful programs to enhance the learning of the English language, to assess skills of diverse students and to design instruction with bilingual materials. Research and current analysis of ESL and ESL theory provides the basis for the assessment and design process. (Note: students seeking ESL certification should verify with appropriate state officials that this specialization meets applicable certification requirements.)

PhD Specialization Courses for ESL Specialization – 18 credit hours

Select 6 courses from the following:

ESL7001-8	Instructional Practices
ESL7002-8	Cultural Diversity
ESL7003-8	Evaluation of Diverse Students
ESL7004-8	Bilingual Instructional Methods
ESL7005-8	Developing Curriculum for ESL Students
ESL7007-8	Second Language Foundations

Global Training and Development (GTD) Specialization

This specialization educates leaders in the field of training and development. The coursework entails theoretical and practical information from the areas of organizational leadership, human resources, and adult education as well as a series of research courses in which strategies are changed, reviewed, and prioritized for future

effectiveness. The specialization emphasizes systemic leadership and organizational capacity, verified through research and analysis of contemporary theory and practice.

PhD Courses in GTD Specialization – 18 credit hours

Select 6 courses from the following:

GTD7000-8	Human Performance: Paradigms and Possibilities
GTD7005-8	Strategic Links for Successful Global Training
GTD7007-8	The Role of Technology in the Global Training Marketplace
GTD7011-8	Best Practices for Training and Presenting to International Audiences
GTD7013-8	Evaluating Training Programs
GTD7019-8	Trainer as Consultant in the Global Marketplace
ED7017-8	Systems Dynamics
ED7030-8	Development of Organizational Leadership

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Instructional Leadership (IL) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Research and analysis is conducted to identify future directions of national and global higher education focused on educational change through policy development and educational reform.

PhD Specialization courses in IL Specialization – 18 credit hours

Select 6 courses from the following:

IL7000-8	<u>The Culture of Learning</u>
IL7001-8	<u>Leader as Advocate and Decision Maker</u>
IL7002-8	<u>Leader as Community Advocate</u>
CT7000-8	<u>Developing Instructional Strategies and Curriculum</u>
CT7007-8	<u>Leadership for Student Achievement</u>
ED7014-8	<u>Practices in School Organization</u>
ED7016-8	<u>Supervision and Leadership in Schools</u>

ED7035-8	Curriculum Supervision
ED7030-8	Development of Organizational Leadership
ED7036-8	Innovation for Change

International Education (IE) Specialization

Leaders are needed who are trained with the skills and practical knowledge required to work effectively within the context of global economic, political, cultural, community influences in education. These same leaders must be aware of global trends and issues in the field of education, recognize the various dimensions of educational interventions and be able to analyze the implications for students nationally and internationally. Additionally, students in this specialization analyze the roles and approaches of international, comparative, and educational practicum.

PhD Courses for IE Specialization – 18 credit hours

Select 6 courses from the following:

IE7001-8	Introduction to Global and Comparative Education
IE7003-8	Culture, Society and Education in Comparative Perspective
IE7005-8	International Organizations in Global Education

IE7009-8	Education in Conflict and Emergencies
IE7013-8	Globalization and Educational Change
IE7007-8	International Education Leadership
IE7017-8	International Education Concepts and Theory
IE7021-8	Global Perspective on Ethical Issues

Leadership in Higher Education (LHE) Specialization

The program provides knowledge in educational leadership research, theory and practices applicable to higher education. Research and analysis is conducted to identify future directions of national and global higher education focused on educational change through policy development and educational reform.

PhD Specialization Courses in LHE Specialization – 18 credit hours

Select 6 courses from the following:

LHE7004-8	Organization & Governance of Higher Education
LHE7005-8	Legal Issues in Higher Education

LHE7006-8	Student Affairs Leadership
LHE7007-8	Strategic Enrollment Leadership
LHE7008-8	Higher Education Finance
LHE7010-8	Current Trends & Topics in Higher Education
LHE7011-8	Foundations of Higher Education Leadership
LHE7012-8	Strategic Planning & Institutional Effectiveness in Higher Education
LHE7013-8	Community College Curriculum and Program Development
LHE7014-8	Introduction to the Community College

Organizational Leadership (OL) Specialization

Designed for professionals aspiring towards leadership roles in education, corporate, government, or community organizations, this specialization equips students with the tools necessary to make things happen in any organization. This specialization

concentrates on the strategies to forge alliances, build confidence, and inspire a shared vision. This curriculum is based in applied research, providing exploration of issues and resolutions in contemporary organizations and the opportunity to contribute new knowledge in the field.

PhD Specialization Courses in OL Specialization – 18 credit hours

Select 6 courses from the following:

OL7100-8	<u>Conflict Resolution and Mediation</u>
OL7101-8	<u>Building Organizational Capacity</u>
OL7102-8	<u>Leadership Ethics to Attain Organizational Excellence</u>
OL7103-8	<u>Theory and Practice of Organizational Leadership</u>
OL7104-8	<u>Leadership in Nonprofit Organizations</u>
OL7105-8	<u>Leadership in Organizational Change</u>

Special Education (SE) Specialization

The program is designed for students who work with gifted and disabled students in a variety of settings. The course offerings in this specialization cover a wide spectrum of issues related to individuals with disabilities, including the development and characteristics of students, learning differences, and instructional strategies to address the needs of these students. Additionally, the specialization will provide the skills to

plan, assess, and deliver instruction to students with mental, physical, behavioral, learning disabilities, and the gifted student, using analysis of contemporary research.

PhD Specialization Courses in Special Education Specialization –18 credit hours

Select 6 courses from the following:

SE7000-8	Understanding Students with Disabilities
SE7001-8	Assessment in Special Education
SE7002-8	Characteristics of Learning Disabled Students
SE7003-8	Emotionally Disabled Student
SE7004-8	Developing Curriculum for the Mentally Disabled
SE7005-8	Law in Special Education
SE7006-8	Teaching Strategies in Special Education

Sports Management (SM) Specialization

The Doctor of Philosophy in Sports Management is a rigorous, research-based degree program requiring students to apply educational concepts and management principles in the planning, organizing, leading, and directing of sports and athletics. Emphasis is placed on the production, facilitation, promotion, and organization of sport products and

services. Because this growing field requires scholar-practitioners with proficiency across a wide range of skills, the curriculum allows for a multifaceted exploration aligned with industry standards. In this program, students will further their knowledge of competencies in athletic administration and coaching; explore working problems within the profession to discern solutions; and build an understanding of educational theories related to this field.

PhD Courses for Sports Management Specialization – 18 credit hours

Select 6 courses from the following:

SM7100-8	<u>Development of Human Resource Strategies in Intercollegiate Athletics</u>
SM7103-8	<u>Intercollegiate Sports Governance</u>
SM7106-8	<u>Legal Aspects of Equity in Intercollegiate Athletics</u>
SM7109-8	<u>Sports Compliance</u>
SM7112-8	<u>Advising the Student Athlete</u>
SM7115-8	<u>Facility Management and Programming</u>
SM7118-8	<u>Financial Administration of Sports Facilities and Programs</u>

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Mission Statement

The School of Social and Behavioral Sciences (SSBS) provides students throughout the world with accessible education opportunities to acquire the knowledge, skills, and values integral to professionals within the social and behavioral sciences.

Vision Statement

The vision of the School of Social and Behavioral Sciences is to unite a diverse community of faculty and students to improve the human condition and experience through research and practice.

Goals

The goal of the School of Social and Behavioral Sciences is to help students achieve expertise in understanding and applying theory, research, communication, cultural competency, ethics and practical skills.

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Mission Statement

The mission of the Northcentral University Department of Marriage and Family Sciences is to provide personalized educational opportunities to students throughout the world that will allow them to acquire the knowledge, skills, and values integral to professional practice within the marriage and family sciences.

Vision Statement

The vision of the Northcentral University Department of Marriage and Family Sciences is to improve the human condition by engaging a diverse community of faculty, staff, and students through education, research, and practice.

Department Goals

The Northcentral University Department of Marriage and Family Sciences promotes the development of:

- Specialized knowledge and skills in discipline-specific models and theories
- Ethical professionals
- Commitment to affirm and promote diversity
- Research competency
- Practical skills that positively impact individuals, families, and communities

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Description of Program

The Post-Baccalaureate Certificate in MFT program is designed for students who have completed their bachelor's degree and are seeking academic expertise or to meet state-level requirements for licensure through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. There are four recommended courses for this certificate program, however, students can customize this certificate program as described below. Students must complete all four NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis of Admissions

Admission to the Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

Post-Baccalaureate Transfer into a Master's Degree Sequence

- Coursework completed within a Post-Baccalaureate Certificate program may be applied towards the master's program.
- Applying Post-Baccalaureate coursework towards a master's degree is contingent upon coursework and degree relevance under the most current master's degree program version.

Specialization coursework completed as part of a master's degree, where a degree was conferred, cannot be applied towards a Post-Baccalaureate Certificate program. However, a Post-Baccalaureate Certificate can be completed as part of master's coursework, assuming the student officially applies for the Post-Baccalaureate Certificate prior to completing the fourth course in the Post Baccalaureate Certificate series.

Completion Period for Post-Baccalaureate Certificate

Normal time to completion for this program is 12 months.

Time to completion varies depending upon the pace at which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now

designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 9 months.

Northcentral allows 2 years to complete all Post-Baccalaureate Certificate programs.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master's program in a school other than the school from which the student obtained the Post-Baccalaureate Certificate, the university does not guarantee that any of the courses will be transferable to a program of another Northcentral University School.

EXAMPLE: Student obtains a Post-Baccalaureate Certificate through the Department of Marriage and Family Sciences, but wants to obtain a master's degree through the Department of Psychology. In these cases, the Dean (from the department in which the student wants to obtain the master's degree) will review the Post-Baccalaureate Certificate courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the master's degree.

General Family Therapy

The General Family Therapy certificate program is designed for mental health professionals and others that are interested in learning about individual, couple, and family therapy from a systems theory perspective. It is designed to assist in developing greater expertise in MFT or to meet specific licensure requirements. Students may complete the recommended courses listed below or they may select any four master's level courses (with the exception of MFT5101) or those in the State of California can select from the following doctoral level courses: MFT8103, MFT8104, MFT8115, MFT8303 or MFT8601.

Note: students are encouraged to verify with state licensure divisions or boards that the courses they select will meet the state requirements before enrolling in this certificate program.

MFT5104	Treatment Planning and Traditional Family Therapy
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MFT5105	<u>Recovery-Oriented Care & Postmodern Family Therapy</u>
MFT6104	<u>Family Therapy with Children</u>
MFT6105	<u>Couples and Sex Therapy</u>

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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](#).

Graduates of the master's level program will be well prepared to begin the process of seeking licensure in their home state or area.

Goals of the Master of Arts in Marriage and Family Therapy Program

The goals (referred to as Student Learning Outcomes) of the (MAMFT) program are:

1. Employ competence in working with diverse populations in clinical settings. (SLO #1).
2. Apply family systems oriented clinical skills across a variety of contexts. (SLO #2).
3. Contrast family systems theory oriented models of therapy (SLO #3).
4. Formulate a decision-making process for ethical dilemmas congruent with the AAMFT Code of Ethics. (SLO #4).

The MAMFT degree is structured to assist students to seek licensure in the state or jurisdiction of their choice. To allow this, courses can be added to the standard 45 credit program (up to a total program requirement of 60 credits) to assist with meeting licensure requirements. Eligible transfer credits can be applied to the program to support the respective state licensure requirement.

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. Northcentral 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=14) of states now requiring 60 credit 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.

Northcentral recognizes that a majority of states do not yet require 60 credit hour degrees and thus desire to allow students to keep the cost of their education as low as possible while still balancing the need of having a degree that allows for transportability between states during their professional career. Due to the nature of the MFT profession and differences that exist today in state licensing requirements, NCU allows students the ability to select additional electives above the required 45 credit degree plan, up to 60 credits.

Basis for Admissions

In addition to evidence of a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution, applications for admission to the Department of Marriage and Family Sciences Master's programs require prior to the first date of attendance:

- Current resume or CV
- Statement of intent
- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check (All applicants that currently live or who have ever lived in the United States are required to complete a background check through NCU's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT license are exempt from the requirement.)

General Degree Requirements

The MAMFT degree requires a minimum of 45 credit hours at the graduate level beyond the bachelor's degree. While not required for graduation, students who need to complete a 48- or 60-credit program or need specific additional courses for their state licensure requirements will be allowed to complete optional elective courses to meet these requirements, which will constitute the total credit requirements for graduation from the program.

Northcentral University may accept a maximum of 15 semester credit hours in transfer toward the master's degree for graduate coursework completed toward a non-conferred graduate degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content to the required course work in the MAMFT program.

The MAMFT program has the following graduation requirements:

- A minimum of 30 credit hours of graduate instruction must be completed through Northcentral.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of “B”) or higher.
- Official documents on file for basis of admission: a conferred bachelor’s degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Beyond these standard graduation requirements, the 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 500 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 250 hours of client contact must be relational (e.g., couple or family). For more information, please read through the practicum and internship course descriptions.
3. **Supervision**– In conjunction with client contact, MAMFT students must receive a total of 100 hours of supervision, at least fifty (50) of which will be face-to-face or live supervision conducted by an AAMFT Approved Supervisor(s), Supervisors-in-Training, or equivalent state-approved supervisor(s). In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location, local clinical placement, and/or local supervisor they contract with to complete their practicum and internship requirements. The decision to pay for local supervision is entirely up to the student and not a requirement of Northcentral University.
4. **Liability Insurance** – Prior to beginning any clinical experience, students are required to submit proof of professional liability insurance. 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 Time2Track (T2T) to document completion of clinical hours. Students, local approved MFT clinical supervisors and NCU faculty supervisors all have access to the system in order to support the successful completion of the clinical training requirements for the program. Students are required to purchase access to the system at a

discounted rate from the Vendor. The subscription allows for one year of access to CFS, which will be sufficient for the clinical training (approximately 12 months). Purchase of this required tool will occur during the Practicum Preparation Process and must be accomplished before a student can begin any clinical training courses.

Completion Period for Master's Degrees

Northcentral University allows 6 years to complete Master's programs requiring more than 36 credit hours.

Students who are unable to complete a degree program within the stated time limits (6 years) are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 59 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 33 months.

Elective Courses

To assist students in taking courses that align with their state licensing requirements, if needed students can select from a predetermined list of courses to fill their two elective course requirements or they can request approval to take any of the specialization courses in the PHD-MFT curriculum. If there are not state specific requirements for certain courses, we recommend students take MFT6104 Family Therapy with Children and MFT6106 Families in Crisis. Students should review their state educational requirements and speak with their Academic Advisors to determine the best fit.

MAMFT Specializations in Marriage and Family Therapy

There are seven specializations within the Master of Arts in Marriage and Family Therapy degree program, each of which is described in further detail below:

- California Licensure Track (60 credit hours required – selection of an additional specialization is possible, but it would involve meeting the requirements of the specialization as detailed below)

Each of the specializations listed below require between 45 and 60 credit hours depending upon the requirements in the state in which the student wishes to seek licensure.

- General Family Therapy (45-60 credits based on licensure requirements in students state)
- Child and Adolescent Family Therapy
- Couple Therapy
- LGBTQ Couple and Family Therapy
- Medical Family Therapy
- Military Family Therapy

Master of Arts in Marriage and Family Therapy Degree Plan

Basic 45-credit hour Program (this is the basis for all degree plans except California)

Foundations - 9 credit hours

MFT5101	Foundations for Graduate Study in MFT
MFT5104	Treatment Planning and Traditional Family Therapy
MFT5105	Recovery-Oriented Care and Postmodern Family Therapy

45 Credit Hours

Fundamental Courses - 9 credit hours

MFT5103	Systemic Evaluation and Case Management
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MFT5102	Legal, Ethical and Professional Development in MFT
MFT6102	Psychopathology, Diagnosis, and Systemic Treatment

Required Specialization Courses - 12 credit hours

MFT5106	Research Methods and Evidence-Based Practice
MFT6101	Human Development and Family Dynamics Across the Lifespan
MFT6103	Cultural Diversity, Gender, and Family Development
MFT6105	Couple and Sex Therapy

Clinical Experience Requirements - 9 credit hours

MFT6951	MFT Practicum I
MFT6952	MFT Practicum II

MFT6991	MFT Internship I*
MFT6992	MFT Internship II*
MFT6995	MFT Internship and Capstone Presentation*

* Designates 1-credit courses, all other courses are 3 credits.

Elective Courses (Select Two)

MFT6104	Family Therapy with Children*
MFT6106	Families in Crisis*
MFT8103	Assessing and Treating Family Violence
MFT8104	Pharmacology for Family Therapists
MFT8105	Theories of Personality
MFT8115	Family Systems Approaches to Addiction

MFT8303	Systemic Sex Therapy
MFT8601	Gerontology and Systemic Intervention

*Recommended courses, if no state specific course are required.

NOTE: 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.

Foundation Curriculum – The Master's degree plan curriculum covers the knowledge and skill required to practice as a MFT. The Foundational Curricular Areas include:

Foundation Curriculum* - All Foundation Curriculum Areas (FCA) below must be met	
<i>Content Area</i>	<i>Number of required Credit hours</i>
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 &	3

Social Responsibility	
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	Minimum of 500 client contact hours with individuals, couples, and families
Must include face-to-face client contact under the supervision of a licensed mental health professional.	
* Courses must have been completed at a regionally accredited institution and passed with a B or higher, and be approved by NCU MFT faculty	

MAMFT Specializations

California Licensure Track Specialization

For students residing in or planning to move to and pursue licensure in California, we offer a California Licensure Track option within the MAMFT program. This option has been pre-approved by the Board of Behavioral Sciences (BBS); the MFT licensing board in California. This degree plan requires 60 credit hours. Students must complete the standard 45 credit hour degree plan with one modification (students must take the California version of our ethics course (MFT6201 California Law and Professional Ethics) rather than the standard ethics course (MFT5102 Legal, Ethical, and Professional Development in MFT), Then, in addition to the standard 45 credits,

students must complete an additional five course (15 credits) that have been pre-determined to meet the CA licensing requirements.

60 Credit Hours

Foundations - 9 credit hours

MFT5101	Foundations for Graduate Study in MFT
MFT5104	Treatment Planning and Traditional Family Therapy
MFT5105	Recovery-Oriented Care and Postmodern Family Therapy

Fundamental Courses - 9 credit hours

MFT5103	Systemic Evaluation and Case Management
MFT6201	California Law and Professional Ethics
MFT6102	Psychopathology, Diagnosis, and Systemic Treatment

Required Specialization Courses - 18 credit hours

MFT5106	Research Methods and Evidence Based Practice
MFT6101	Human Development and Family Dynamics Across the

	Lifespan
MFT6103	Cultural Diversity, Gender, and Family Development
MFT6104	Family Therapy with Children
MFT6105	Couple and Sex Therapy
MFT6106	Families in Crisis
MFT8103	Assessing and Treating Family Violence
MFT8104	Pharmacology for Family Therapists
MFT8115	Family Systems Approaches to Addiction
MFT8303	Systemic Sex Therapy
MFT8601	Gerontology and Systemic Intervention

Clinical Experience Requirements - 9 credit hours

MFT6951	MFT Practicum I
MFT6952	MFT Practicum II
MFT6991	MFT Internship I*
MFT6992	MFT Internship II*
MFT6995	MFT Internship and Capstone Presentation*

* Designates 1-credit courses, all other courses are 3 credits.

Additional Specializations within the MFT Master's Program

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 (MFT5106)
3. Completion of the two specialization courses as listed below
4. Completion of at least 100 hours of client contact with clients focused in the selected specialization (supervised by a qualified MFT supervisor)

Note: Students may receive a certificate if all coursework is completed but the 100 hours of supervised experience cannot be completed.

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 those listed below (6 credit hours), the research course (MFT5106 – 3 credit hours) focused on the selected area(s) of specialization and at least 100 hours of clinical experience in the selected area(s) related to the practice of marriage and family therapy.

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 (MFT5106) focusing on issues related to working with children, adolescents, and families as well as completing at least 100 hours of clinical experience in an approved setting with a qualified local supervisor.

Child and Adolescent Family Therapy Specialization Courses (6 credit hours)

MFT6550	Child and Adolescent Family Therapy: Historical and Theoretical Foundations
MFT6551	Child and Adolescent Family Therapy: Clinical Applications

Child and Adolescent Family Therapy focused Research Course (3 credit hours)

MFT5106	Research Methods and Evidence Based Practice
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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 the two content courses listed below, the research course (MFT5106) focusing on

issues related to working with couples, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

Couple Therapy Specialization Courses (6 credit hours)

MFT6510	Couple Therapy: Historical and Theoretical Foundations
MFT6511	Couple Therapy: Clinical Applications

Couple Therapy focused Research Course (3 credit hours)

MFT5106	Research Methods and Evidence Based Practice
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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 the two content courses listed below, the research course (MFT5106) focusing on issues related to working with LGBTQ couples and families, and at least 100 hours of clinical experience in an approved setting with a qualified local clinical supervisor.

LGBTQ Couple and Family Therapy Specialization Courses (6 credit hours)

MFT6540	Therapy with LGBTQ Couples and Families: Historical and Theoretical Foundations
MFT6541	Therapy with LGBTQ Couples and Families: Clinical Applications

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LGBTQ Couple and Family Therapy focused Research Course (3 credit hours)

MFT5106	Research Methods and Evidence Based Practice
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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 the two content courses listed below, the research course (MFT5106) focusing on issues related to medical family therapy, and at least 100 hours of clinical experience in an approved medical setting with a qualified local clinical supervisor.

Medical Family Therapy Specialization Courses (6 credit hours)

MFT6530	Medical Family Therapy: Historical and Theoretical Foundations
MFT6531	Medical Family Therapy: Clinical Applications

Medical Family Therapy focused Research Course (3 credit hours)

MFT5106	Research Methods and Evidence Based Practice
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Military Family Therapy Specialization

The Military Family Therapy specialization prepares students to work primarily, using a family systems perspective, with individuals, couples, and families that are affiliated with the military. Students in this specialization are required to complete the two content courses listed below, the research course (MFT5106) focusing on issues related to working with military families, and at least 100 hours of clinical experience in an approved military setting with a qualified local clinical supervisor.

Military Family Therapy Specialization Courses (6 credit hours)

MFT6520	<u>Therapy with Military Families: Historical and Theoretical Foundations</u>
MFT6521	<u>Therapy with Military Families: Clinical Applications</u>

Military Family Therapy focused Research Course (3 credit hours)

MFT5106	<u>Research Methods and Evidence Based Practice</u>
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Description of Program

Each Post-Master's Certificate program in MFT comprises 6 courses (18 credit hours). Students must complete the program as listed below and may not substitute alternative courses (with the exception of the General Marriage and Family Therapy Certificate as described below). Students must complete all six NCU courses with a cumulative GPA of 3.0 or better in order to receive a certificate.

Basis of Admission

Admission to the Post-Master's Certificate program requires a conferred master's level or higher degree from a regionally or nationally accredited academic institution.

Scope

6 NCU Courses (18 Credit hours) must be completed to earn a certificate. Courses taken as part of a Northcentral master's program cannot be applied towards a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses may be used to satisfy doctoral degree requirements if the certificate course is required by the doctoral program in which the student is enrolled.

Coursework completed as part of an earned doctoral degree cannot be applied towards a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, if the student officially applies for a Post-Master's Certificate prior to completing the fourth course in a Post-Master's Certificate series.

Completion Period for Post-Master's Certificate

Normal time to completion for this program is 19 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now

designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 13 months.

Northcentral allows two years to complete a Post-Master's Certificate.

Students who are unable to complete a Post-Master's Certificate within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

NOTE: Northcentral does not guarantee that Post-Master's Certificate courses taken in one Northcentral School will transfer to another Northcentral School. The Dean or designee of the School to which the student wishes to transfer will review the Post-Master's Certificate courses and make a final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Post-Master's Certificates Offered by the Department of Marriage and Family Sciences

The Post-Master's Certificate at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas

- Child and Adolescent Therapy
- Couple Therapy
- Therapy with Military Families
- Medical Family Therapy
- General Marriage and Family Therapy

Click on the course name below for a description, click again to close.

Child and Adolescent Therapy

Children and adolescents are some of the most underserved populations in mental health practice today. The Child and Adolescent Therapy certificate program is designed for mental health professionals that wish to expand their skills in working with these populations.

MFT8201	Play Therapy Methods
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MFT8202	Family Therapy with Adolescents
MFT8206	Early Childhood and Parenting Interventions
MFT8207	Systemic Treatment of Neurodevelopment Disorders in Children and Adolescents
MFT8101	Advanced Theories in Marriage and Family Therapy
MFT8102	Dynamics of Family Interaction

Couple Therapy

Couple therapy is a specialized area of mental health practice that requires particular skills in working with two partners at the same time. The Couple Therapy certificate program is designed to provide training in the skills and models needed to effectively work with couples.

MFT8305	Emotion and Differentiation Focused on Couple Therapy
MFT8306	Behavior Informed Couple Therapy Models
MFT8303	Systemic Sex Therapy

MFT8307	The Couple Life Cycle in MFT Practice and Supervision
MFT8101	Advanced Theories in Marriage and Family Therapy
MFT8102	Dynamics of Family Interaction

Therapy with Military Families

Military personnel and their families are greatly impacted by the dynamics in and effects of military service. The certificate program in Therapy with Military Families is designed for mental health professionals who have the interest and commitment to work with military families and address their unique challenges.

MFT8503	Military and Veteran Cultures Across the Lifespan
MFT8504	Trauma and Resilience in Military and Veteran Couples and Families
MFT8103	Assessing and Treating Family Violence
MFT8115	Family Systems Approaches to Addiction
MFT8306	Behavior Informed Couple Therapy Models

MFT8307	The Couple Life Cycle in MFT Practice and Supervision

Medical Family Therapy

The Medical Family Therapy certificate is designed to prepare students to work with individuals, couples, and families that are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties.

MFT8104	Pharmacology for Family Therapists
MFT8601	Gerontology and Systemic Intervention
MFT8401	Medical Family Therapy
MFT8405	Medical Family Therapy Applications
MFT8406	Families Health and Illness
MFT8407	Loss and Bereavement

General Marriage and Family Therapy

Many who have earned a master's degree in a clinical field find that they need additional expertise in specific areas and/or they need courses to meet state-specific educational requirements for MFT licensure. This certificate allows students to select courses from a broad range of electives to fit their personal and professional goals. Completion of this certificate will assist individuals in pursuing a variety of career opportunities in the field of Marriage and Family Therapy in various settings such as schools, hospitals, clinics, research centers, private practice, and academia. Additionally, it can assist in meeting the requirements for licensure (students are encouraged to verify with state licensure divisions or boards that the courses they select will meet the state requirements before enrolling in this certificate program).

Students can select any six (6) doctoral level MFT courses (excluding the first course in the program and dissertation courses) to meet the requirements of the General Marriage and Family Therapy certificate program.

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Description of Program

The Doctor of Philosophy (PhD) program in Marriage and Family Therapy at Northcentral University is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as marriage and family therapists. The program is the first (and currently only) primarily distance-based MFT doctoral program to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). A high standard of excellence is expected. In support of this, program faculty are selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills and personal and professional growth requisite for effective practice in the field of marriage and family therapy. The doctoral program offers advanced clinical education and training, research coursework and opportunities, and supervision training and experience. Graduates of the doctoral program will be prepared to carry out advanced clinical work and supervision and/or education and research in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the [MFT Doctoral Programs Handbook](#).

Goals of the PhD Program in Marriage and Family Therapy

The goals (referred to as Student Learning Outcomes [SLO]) of the PhD in Marriage and Family Therapy (PHDMFT) program are:

1. Model competence in working with diverse populations in academic, clinical, supervision and research settings. (SLO #1).
2. Appraise clinical skills and ethical behaviors in systemic therapy and supervision. (SLO #2).
3. Create new knowledge in marriage and family therapy through independent research. (SLO #3).
4. Develop professional expertise in an *area of specialization* related to the field of marriage and family therapy. (SLO #4).

Basis for Admissions

Admission to the Doctoral programs in the Department of Marriage and Family Sciences will be determined by the degree used to meet basis of admission and/or clinical experience. In order to enter the **PhDMFT program**, applicants must have earned a master's degree from a nationally or regionally accredited university. The qualifying master's degree must have been completed in a clinical training 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 69 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 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 standard curriculum requirements (taken from the MAMFT program).

General Degree Requirements

The PhD in Marriage and Family Therapy degree requires a minimum of 69 credit hours at the graduate level beyond the master's degree.

Northcentral University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the PhD degree program in Marriage and Family Therapy program.

The PhD degree program in Marriage and Family Therapy (all specializations) has the following graduation requirements:

- A minimum of 57 credit hours of graduate instruction must be completed through Northcentral.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher.
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Beyond these standard graduation requirements, the Marriage and Family Therapy doctoral program has the following degree requirements:

1. **Online Video Conferencing** – In order to complete some of the course requirements and to participate in 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.

2. **Client Contact** – Doctoral students will be required to complete 1000 hours of direct client contact, which includes conducting face-to-face therapy with individuals, couples, families, and groups. At least 500 hours of client contact must be relational (e.g., couple or family). For more information, please read through the practicum and internship course descriptions.
3. **Supervision**– In conjunction with client contact, Doctoral students must receive a total of 200 hours of supervision conducted by an AAMFT Approved Supervisors, Supervisors-in-Training, or equivalent state approved supervisors. In some cases, students may be required to pay for local supervision. This will depend on the clinical placement location, local clinical placement, and/or local supervisor they contract with to complete their practicum and internship requirements. The decision to pay for local supervision is entirely up to the student and not a requirement of Northcentral University.
4. **Doctoral Internship** – Doctoral students are required to complete a 9-month, 30 hour a week, doctoral internship that aligns with their doctoral specialization. Students will be required to have a local supervisor with whom they can meet face-to-face with a minimum of 4 hours per month (i.e. one hour per week). For more information, please read through the practicum and internship course descriptions.
5. **Liability Insurance** – Prior to beginning any clinical experience, PHDMFT students are required to submit proof of professional liability insurance.
6. **Supervision Coursework** – In addition to advanced coursework in marriage and family therapy, students in the doctoral program must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors. Not all requirements will be completed for the students to achieve the designation while in the program at Northcentral University. The supervision coursework is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.
7. **Doctoral Comprehensive Evaluation** – Upon completion of all other program requirements and prior to beginning the dissertation process, students are required to complete a doctoral comprehensive evaluation. This evaluation is relevant to the university program only and is in no way related to, preparatory for, or representative of requirements for state licensure or the licensing exam. The evaluation includes four written components and an oral presentation. The written components include: 1) a personal theory of therapy paper, 2) a critique of a research article and proposal, 3) a detailed response to an ethical dilemma, and 4) a written case illustration that is consistent with the theory of therapy paper. Once the written components are completed, the student is required to prepare and complete an oral presentation of the theory of therapy and case illustration. This is completed through online video conferencing with at least three MFT faculty members present.

8. **Dissertation**– The capstone of doctoral training is the completion of the dissertation process. All programs at Northcentral University use a facilitated dissertation process which is purposefully designed to help students follow a step-by-step sequence in the preparation and completion of a doctoral dissertation. For students in the MFT program, the dissertation must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (Note: 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 for PhD Programs in MFT

All PhD students are required to demonstrate competency in the areas listed below.

1. **Competency in Research Writing Skills** - PhD students are required to complete both MFT7101 and MFT7102 at Northcentral. Students are required to show competency in writing skills for research purposes throughout their Northcentral graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determine communication skills are insufficient for doctoral-level work.
2. **Graduate-Level Research Methods Competency** - PhD students are required to complete MFT7103, MFT7106, and MFT7107 at Northcentral.
3. **Graduate-Level Statistics Competency** - PhD students are required to complete MFT7104 and MFT7108 at Northcentral.
4. **Computer Competency** - PhD students are required to have the computer skills that are necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral examination requires the student to produce a computer-based presentation (e.g., PowerPoint).

Completion Period for Doctoral Degrees

Northcentral University allows 8 years to complete all doctoral programs of more than 60 credit hours.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 74 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are

working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 56 months.

PhD Specializations in Marriage and Family Therapy

There are five specializations within the Doctor of Philosophy in Marriage and Family Therapy degree program, each of which is described in further detail below:

- Child and Adolescent Therapy
- Couple Therapy
- General Family Therapy
- Medical Family Therapy
- Therapy with Military Families

PhD in Marriage and Family Therapy Degree Plan

Credit Hours – This program can be completed with a minimum of 69 credit hours, but **may require additional credit hours**, depending on the need for Foundation Curriculum courses and the time required to complete the dissertation research. If granted, additional dissertation courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Foundation Curriculum – Up to 30 credit hours may be required as determined by formal review during the applicant evaluation process. Any required courses from the Foundation Curriculum are completed in addition to the minimum of 69 credits required to complete the MFT doctoral degree plan.

Foundation Curriculum* - All Foundation Curriculum Areas (FCA) below must be met	
<i>Content Area</i>	<i>Number of required Credit hours</i>

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models	6
FCA 2: Clinical Treatment with Individuals, Couples and Families	6
FCA 3: Diverse, Multicultural and/or Underserved Communities	3
FCA 4: Research & Evaluation	3
FCA 5: Professional Identity, Law, Ethics & Social Responsibility	3
FCA 6: Biopsychosocial Health & Development Across the Life Span	3
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment	3
FCA 8: Contemporary Issues	Some Coverage
FCA 9: Community Interactions & Collaboration	Some Coverage
Clinical Experience	3
Must include face-to-face client contact under the supervision of a licensed mental health professional.	
Total Credit Hours:	30
* Courses must have been completed at a regionally accredited institution and passed with a B or higher, and be approved by NCU MFT faculty	

PhD Doctoral Course Sequence

The PhD in Marriage and Family Therapy requires the following courses for every specialization:

Click on the course name for description, click again to close.

MFT7101	Foundations for Doctoral Study in MFT
MFT7102	Scholarly Writing in MFT
MFT7103	Research Methods in MFT
	Foundation Curriculum Courses (0-36 credit hours as needed)
	Specialization Course 1 (MFT8101)
	Specialization Course 2 (MFT8102)
MFT7104	Statistical Design for MFT Research
	Specialization Course 3
MFT7105	Assessment in MFT Research and Intervention
	Specialization Course 4
MFT7106	Quantitative Research Design in MFT

	Specialization Course 5
MFT7107	Qualitative Research Design in MFT
	Specialization Course 6
MFT7108	Advanced Data Analysis Strategies in MFT
MFT7109	Planning Dissertation Research in MFT

Clinical and Supervision Training

MFT8951	MFT Doctoral Practicum I
MFT8961	MFT Doctoral Internship I (1-credit course)
MFT8962	MFT Doctoral Internship II (1-credit course)
MFT8965	MFT Doctoral Internship and Portfolio (1-credit course)
MFT8970	MFT Supervision Methods

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Doctoral Comprehensive Exam - 3 Credit Hours

CMP9500MFT	MFT Doctoral Comprehensive Examination
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Dissertation Courses - Minimum of 12 Credit Hours

DIS9501MFT	Doctoral Dissertation Research I
DIS9502MFT	Doctoral Dissertation Research II
DIS9503MFT	Doctoral Dissertation Research III
DIS9504MFT	Doctoral Dissertation Research IV*

*Dissertation Research - A minimum of four dissertation research courses must be completed in order to complete the program.

PhD Program

The PhD in MFT program may be completed in 69 credits (not including required Foundation Curriculum courses; see above). Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Specializations within the MFT Doctoral Program

Students in the PHDMFT program may elect to complete a specialization, including any of the five options described below.

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. Eighteen (18) credit hours of coursework are devoted to Child and Adolescent Therapy.

MFT8101	<u>Advanced Theories in MFT</u>
MFT8102	<u>Dynamics of Family Interaction</u>
MFT8205	<u>Child and Adolescent Assessment and Diagnosis</u>
MFT8202	<u>Family Therapy with Adolescents</u>
MFT8206	<u>Early Childhood and Parenting Interventions</u>
MFT8207	<u>Systemic Treatment of Neurodevelopment Disorders in Children and Adolescents</u>

Couple Therapy Specialization

The Couple Therapy Specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy, systems perspective. Students in

this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with couples. Eighteen (18) credit hours of coursework are devoted to Couple Therapy.

MFT8101	Advanced Theories in MFT
MFT8102	Dynamics of Family Interaction
MFT8305	Emotion and Differentiation Focused on Couple Therapy
MFT8306	Behavior Informed Couple Therapy Models
MFT8303	Systemic Sex Therapy
MFT8307	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 must complete MFT8101 and MFT8102 and then select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from the Department of Psychology may be considered to fill this requirement with approval on a case by case basis. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to marriage and family therapy.

MFT8101	Advanced Theories in MFT
MFT8102	Dynamics of Family Interaction
Electives	Four additional electives (theory or treatment-focused) chosen from any of the SMFS specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.

Medical Family Therapy Specialization

The Medical Therapy Specialization is designed to prepare students to work with individuals, couples and families that are facing chronic or acute medical difficulties. Medical Family Therapy incorporates a family therapy, systems perspective in helping client families to understand and deal with their medical difficulties. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to medical family therapy. Eighteen (18) credit hours of coursework are devoted to Medical Family Therapy.

MFT8101	Advanced Theories in MFT
MFT8102	Dynamics of Family Interaction
MFT8401	Medical Family Therapy
MFT8405	Medical Family Therapy Applications

MFT8406	Families Health and Illness
MFT8407	Loss and Bereavement

Therapy with Military Families Specialization

The Therapy with Military Families Specialization is designed to prepare students to work primarily with individuals, couples, and families that are affiliated with the military through using a family therapy, systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with military personnel and their families. Eighteen (18) credit hours of coursework are devoted to Therapy with Military Families.

MFT8101	Advanced Theories in MFT
MFT8102	Dynamics of Family Interaction
MFT8503	Military and Veteran Cultures Across the Lifespan
MFT8504	Trauma and Resilience in Military and Veteran Couples and Families
MFT8505	Ethical Challenges and Moral Injuries Across Military and Veteran Populations
MFT8506	Behavioral Health Care with Military and Veteran

	Populations
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Description of Program

The Doctorate of Marriage and Family Therapy (DMFT) at Northcentral University is designed to provide a high quality and rigorous education and training experience for students who wish to prepare for professional life as a systemically-trained mental health professional. A high standard of excellence is expected. In support of this, program faculty are selected for their expertise and ability to support students and facilitate exceptional educational attainment. The program is focused on developing the skills requisite for effective practice in the field of marriage and family therapy. The DMFT offers training in program development and evaluation, grant writing, advanced clinical education, research coursework and opportunities, and supervision training and experience. Graduates of the DMFT will be prepared to develop and evaluate programs, write grants, deliver clinical services, supervise other clinicians, serve in administrative positions, oversee the business of mental health practices, and participate in education and research in the field of marriage and family therapy. Additional program description, requirements, policies, and procedures are further described in the [MFT Doctoral Programs Handbook](#).

Goals of the Doctorate of Marriage and Family Therapy (DMFT) Program

The goals (referred to as Student Learning Outcomes [SLO]) of the Doctorate of Marriage and Family Therapy (DMFT) program are:

1. Develop competence in working with diverse populations in academic, clinical, supervision and research settings. (SLO #1)
2. Appraise clinical skills and ethical behaviors in systemic therapy and supervision. (SLO #2)
3. Produce applied research in the field of marriage and family therapy through independent research. (SLO #3)
4. Develop professional expertise in an *area of specialization* related to the field of marriage and family therapy. (SLO #4)

Basis for Admissions

In order to enter the DMFT program in Marriage and Family Therapy (MFT), applicants must have earned a master's degree from a nationally or regionally accredited university. The qualifying master's degree must have been completed in a clinical training program (e.g., MFT, psychology, social work, counseling).

Those with a master's degree in marriage and family therapy can begin the program immediately. Those needing fundamental knowledge of systems theory and MFT models will be required to complete up to four master's level courses following completion of the initial DMFT course.

In addition to evidence of the conferred degree, applications for admission to the Department of Marriage and Family Sciences' Doctoral programs require prior to the first date of attendance, submission of:

- Current resume or CV
- Statement of intent
- Licensure plan (not required for applicants with an existing MFT license)
- Statement of professional ethics and conduct
- List of clinical site possibilities in the area of residence
- Course transfer/waive request (if applicable)
- Interview with an MFT faculty member
- Background check (All applicants that currently live or who have ever lived in the United States are required to complete a background check through NCU's designated provider prior to acceptance in the MFT program. International students and students holding a current MFT license are exempt from the requirement.

General Degree Requirements

The DMFT degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

Northcentral University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed toward a non-conferred doctoral degree at an accredited college or university with a grade of "B" or better. Transfer credit is only awarded for course work that is evaluated to be substantially equivalent in content with the required course work for the 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 Northcentral.
- Successful completion of all required degree program courses with a Grade Point Average of 3.0 (letter grade of "B") or higher.
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Beyond these standard graduation requirements, the 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, 30 hour a week, doctoral internship that aligns with their doctoral specialization. Students are required to have a local supervisor with whom they can meet face-to-face for a minimum of 4 hours per month (i.e., one hour per week). For more information, please read through the practicum and internship course descriptions.

3. Liability Insurance. Prior to beginning any clinical experience, DMFT students are required to submit proof of professional liability insurance.

4. Supervision Coursework. In addition to advanced coursework in marriage and family therapy, students in the DMFT program must complete a course in MFT supervision methodology. Students seeking to qualify for the Approved Supervisor designation will have to complete the direct supervision and supervision mentoring requirements outside of the program.

5. Doctoral Comprehensive Evaluation (Portfolio). In pursuit of an applied doctoral degree at Northcentral 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 provide artifacts indicating that they have acquired competencies in the following domains: program and professional goals, a relevant course of study, professional experience and plans, research experience and plans, clinical experience and plans, internship outcomes, documentation of academic growth, and the first draft of the Concept Paper. The DMFT Portfolio is a living document with major updates throughout the program.

6. Applied Dissertation. The capstone of doctoral training is the completion of the dissertation process. All programs at Northcentral 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 DMFT program, the applied dissertation must be related to marriage and family therapy and be consistent with the student's selected area of specialization. (Note: The dissertation portion of the DMFT program can be completed with a minimum of 12 credit hours in Dissertation Courses, but *may require additional credit hours*, depending on the time the student takes to complete the dissertation research.)

Competencies for the DMFT Program

All DMFT students are required to demonstrate competency in the areas listed below.

1. Competency in Research Writing Skills. DMFT students are required to successfully complete both DMFT7101 and DMFT7102 at Northcentral. Students are required to show competency in writing skills for research purposes throughout their Northcentral graduate coursework. Students

may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determine communication skills are insufficient for doctoral-level work.

2. Graduate-Level Research Methods Competency. DMFT students are required to successfully complete DMFT7103 at Northcentral and demonstrate the ability to successfully complete a dissertation proposal.

3. Graduate-Level Research Design and Analysis Competency. DMFT students are required to successfully complete DMFT7110 and DMFT7111 at Northcentral, as well as carry out, complete, write-up and defend the proposed applied dissertation study.

4. Graduate-Level Clinical Competency. All students who enter the DMFT program are required to enroll in a clinical practicum at Northcentral. DMFT students who are fully licensed MFTs have the option to take the supervision practicum (MFT8971) or the clinical practicum (DMFT8951). DMFT students who do not enter the program as fully licensed marriage and family therapists must take DMFT8951. 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 DMFT7112 at Northcentral, 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 dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). In addition, students need to use computer programs for the statistical analysis of data (e.g., SPSS). The dissertation oral examination requires the student to produce a computer-based presentation (e.g., PowerPoint).

Completion Period for Doctoral Degrees

Northcentral University allows 7 years to complete all doctoral programs of 60 credit hours or less.

Students who are unable to complete a degree program within the stated time limits are dismissed. If students believe they have extenuating circumstances they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 53 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 48 months.

DMFT Specializations in Marriage and Family Therapy

There are seven specializations within the DMFT program, each of which is described in further detail below:

- Child and Adolescent Therapy
- Couple Therapy
- General Family Therapy
- Medical Family Therapy
- Therapy with Military Families
- Mental Health Administration
- Small Business Development and Entrepreneurship

DMFT in Marriage and Family Therapy Degree Plan

Credit Hours – This program can be completed with a minimum of 60 credit hours, but **may require additional credit hours**, depending on the time required to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

DMFT Doctoral Courses

The DMFT requires the following courses for every specialization:

Click on the course name for description, click again to close.

Foundations Courses	
DMFT7101	DMFT Foundations

DMFT7102	Scholarly Literature Review in MFT
Core Courses	
DMFT7201	Program Development for MFTs
DMFT7202	Grant Writing Concepts and Approaches for MFTs
Research Courses	
DMFT7103	Research Methods in MFT
DMFT7110	Quantitative Research Design and Statistical Analysis in MFT
DMFT7111	Qualitative Research Design and Analysis in MFT
DMFT7112	Program Evaluation and Monitoring in MFT

Clinical and Professional Courses

DMFT8951	DMFT Doctoral Practicum
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OR	
DMFT8971	DMFT Supervision Practicum
AND	
DMFT8961	DMFT Doctoral Internship I (1-credit course)
DMFT8962	DMFT Doctoral Internship II (1-credit course)
DMFT8965	DMFT Doctoral Internship and Portfolio (1-credit course)
MFT8970	DMFT Supervision Methods

DMFT Portfolio Courses - Minimum of 3 Credit Hours

CMP9500DMFT	DMFT Portfolio I
CMP9501DMFT	DMFT Portfolio II
CMP9502DMFT	DMFT Portfolio III

Dissertation Courses - Minimum of 12 Credit Hours

DIS9501DMFT	DMFT Dissertation Research I
DIS9502DMFT	DMFT Dissertation Research II
DIS9503DMFT	DMFT Dissertation Research III
DIS9504DMFT	DMFT Dissertation Research IV*

*Dissertation Research – A minimum of four dissertation research courses must be taken in order to complete the program.

DMFT Program

The DMFT program may be completed in 60 credits. Additional credit hours may be allowed as needed to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

Specializations within the DMFT Program

Students in the DMFT program will complete a specialization, including any of the seven options described below.

Child and Adolescent Therapy

The Child and Adolescent Therapy Specialization is designed to prepare students to work in therapy settings with children and adolescents from a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with children and adolescents. Twelve (12) credit hours of coursework are devoted to Child and Adolescent Therapy.

MFT8201	Play Therapy Methods
MFT8202	Family Therapy with Adolescents
MFT8206	Early Childhood and Parenting Interventions
MFT8207	Systemic Treatment of Neurodevelopment Disorders in Children and Adolescents

Couple Therapy

The Couple Therapy Specialization is designed to prepare students to work primarily with couples in therapy settings from a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with couples. Twelve (12) credit hours of coursework are devoted to Couple Therapy.

MFT8305	Emotion and Differentiation Focused on Couple Therapy
MFT8306	Behavior Informed Couple Therapy Models
MFT8303	Systemic Sex Therapy
MFT8307	The Couple Life Cycle in MFT Practice and Supervision

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General Family Therapy

The General Family Therapy specialization allows students to select courses from a broad range of electives to fit their personal and professional ambitions. In this specialization, students select four courses (12 credit hours) from the Marriage and Family Therapy curriculum at the 8000 level. Courses from The Department of Psychology may be considered to fill this requirement with approval on a case-by-case basis. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to marriage and family therapy.

Electives	Four additional electives (theory or treatment-focused) chosen from any of the SMFS specialization courses (or from Psychology with approval) listed in the Catalog that will help the student develop the desired expertise.
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Medical Family Therapy

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, internship work, and dissertation research on issues related to medical family therapy. Twelve (12) credit hours of coursework are devoted to Medical Family Therapy.

MFT8401	Medical Family Therapy
MFT8405	Medical Family Therapy Applications
MFT8406	Families Health and Illness

MFT8407	Loss and Bereavement
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Therapy with Military Families

The Therapy with Military Families Specialization is designed to prepare students to work primarily with individuals, couples, and families who are affiliated with the military using a family therapy/systems perspective. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues related to working with military personnel and their families. Twelve (12) credit hours of coursework are devoted to Therapy with Military Families.

MFT8510	Dynamics of Military Families
MFT8504	Trauma and Resilience in Military and Veteran Couples and Families
MFT8306	Behavior Informed Couple Therapy Models
MFT8307	The Couple Life Cycle in MFT Practice and Supervision

The following specializations are unique to the DMFT.

Mental Health Administration

The Mental Health Administration Specialization is designed to prepare students to fulfill roles as leaders and administrators in mental health organizations and agencies. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues broadly related to mental health administration. These twelve (12) credit hours of coursework are devoted to Mental Health Administration. A unique aspect of this specialization is that students may select up to two of their four specialization courses from the School of Business or the Department of Psychology.

Students may select four DMFT courses from this list, or 2-3 from this list and 1-2 from Business and Psychology

DMFT8701	Financial Administration and Budgeting
DMFT8702	Organization and Practice Marketing
DMFT8703	Strategic Planning
DMFT8704	Systemic Consultation
DMFT8705	Systemic Leadership

Students MAY select 1-2 Business or Psychology courses from this list

MGT7000-8	Business Organization and Management
PSY8503	Evidence-Based Treatments
OL7008B-8	Executive Leadership in Nonprofit Organizations
PSY8401	Leadership and Management

MGT7110-8	<u>Leadership in Organizations</u>
HCA7019-8	<u>Managerial Leadership within Managed Health Care Systems</u>
PSY8500	<u>Mental Health Services Policy</u>
PSY8501	<u>Mental Health Administration and Management</u>
MGT7022-8	<u>Organizational Development</u>
PSY8403	<u>Organizational Development</u>

Small Business Development and Entrepreneurship

The Small Business Development and Entrepreneurship Specialization is designed to prepare students to manage the business aspects of a clinical practice, or use their skills in an entrepreneurial fashion. Students in this specialization are required to focus their course projects, internship work, and dissertation research on issues broadly related to small business development and entrepreneurship. Twelve (12) credit hours of coursework are devoted to small business development and entrepreneurship. A unique aspect of this specialization is that students may select up to two of their four specialization courses from the School of Business or the Department of Psychology.

Students may select four DMFT courses from this list, or 2-3 from this list and 1-2 from Business and Psychology

DMFT8702	Organization and Practice Marketing
DMFT8703	Strategic Planning
DMFT8704	Systemic Consultation
DMFT8705	Systemic Leadership
DMFT8706	The Business of Therapy
Students MAY select 1-2 Business or Psychology courses from this list	
MGT7013-8	Entrepreneurship
PSY8503	Evidence-Based Treatments
HCA7012-8	Health Care Industry and Financial Management
PSY8401	Leadership and Management
MGT7022-8	Organizational Development

PSY8403

[Organizational Development](#)

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Licensure and Accreditation

Students wishing to use their graduate training to acquire clinical licensure are advised to enter the Marriage and Family Therapy Program. Northcentral University does not approve or endorse students attempting to become clinically licensed without successfully completing a formal clinical degree program. With the exception of the Marriage and Family Therapy (MFT) Program, Northcentral University does not offer such a program. Therefore, Northcentral University cannot support students who independently attempt to use their degree in general psychology to obtain licensure as a clinical or counseling psychologist.

Any student who intends to seek licensure or certification must take full responsibility for ensuring that their degree program at Northcentral meets whatever requirements are stipulated by licensing or certification bodies within their locality and their field of endeavor. Northcentral University cannot provide assistance to students regarding the interpretation or understanding of a state's licensure requirements, or the requirements of any other such entity. Northcentral University cannot guarantee that a graduate of the MFT program will be able to obtain a license as a marriage and family therapist in a state where they may seek licensure.

Students who complete courses with practical application are responsible for keeping all clinical demographic data and supervision records for presentation to any licensing or certification agency. Northcentral is not responsible for maintaining these records and may not be able to provide this information if a student applies for licensure or certification.

If you wish to pursue licensure, it is important to know that some states require that students have a degree from a program that carries a particular accreditation, such as the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), the American Psychological Association (APA), or the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The MAMFT and the PHDMFT programs are COAMFTE accredited. Students seeking to become clinicians are advised to enter the Marriage and Family Therapy program. All MFT students and applicants are encouraged to review their own local licensure or certification requirements. Please click this link for a [directory of MFT Licensure Boards](#) within the United States and Canada. In addition to the information in this section, additional information related to the clinical training courses for non-degree and degree-seeking students can be found in the Clinical Training Handbook.

Liability Insurance

Students in internship or practicum courses must purchase liability insurance prior to starting work with clients. Many practicum/internship sites require students to show evidence of liability coverage prior to beginning a practicum/internship.

Northcentral requires students participating in practicum/internship to purchase student professional liability insurance, typically available at a lower student rate. Students are required to provide proof of this insurance with minimum coverage accounts of \$1,000,000/\$3,000,000. Insurance is included in the benefits of student membership in the American Association for Marriage and Family Therapy (AAMFT) or the California Association of Marriage and Family Therapists (CAMFT). Information regarding application for membership is provided in the ethics course of the MAMFT program.

MFT Pre-Practicum

Students are required to complete the Practicum Preparation Process (PPP), including all pre-practicum documents, before they can enroll in their first practicum course.

Practicum Information

Marriage and Family Therapy practicum courses require approval from the MFT Director of Clinical Training prior to enrollment in the clinical courses. Students wishing to enroll in a practicum course should begin the approval process with their Academic Advisor at least two months prior to their anticipated practicum enrollment date. Additional details regarding practicum options within each degree program can be found below.

MA in Marriage and Family Therapy - - Marriage and Family Therapy Master's students must complete at least two practicum courses (3 credits each). Prior to enrolling in the first practicum course, students must complete the Practicum Preparation Process (PPP) and receive clinical readiness approval. As part of the PPP, students will be required to secure a local clinical placement as well as a local supervisor who meets state requirements for supervision of post-graduate MFTs seeking state licensure within their state. In order to finish the practicum requirements and continue on to the internship, students must meet weekly via videoconference in the practicum courses. It is recommended that students complete 8-10 direct client hours per week, or approximately 100 hours per course. By the end of the second practicum course, students should have close to 200 hours. Students who have significantly fewer hours than that will be asked to meet with the Director of Clinical Training and may be required to complete a practicum extension course. Students must also receive satisfactory evaluations from their local site supervisor and their Northcentral faculty supervisor in order to complete the practicum sequence. Students must complete the required number of hours in order to graduate; additional practicum and internship classes are available to students who need additional time to complete the clinical hour requirement.

The practicum courses for master's level degree seeking Marriage and Family Therapy students are MFT6951 and MFT6952. Additional details can be found in the course descriptions.

Non-degree students who need an MFT Practicum course can enroll in MFT6951, MFT6952 (3 credit hours each) or those needing an internship course can enroll in

MFT6991, MFT6992, and MFT6995 (1 credit hour each) as needed. Additional details can be found in the course descriptions.

Practicum Pre-requisite Courses:

Foundations Courses	
MFT5101	Foundations for Graduate Study in Marriage and Family Therapy
MFT5104	Treatment Planning and Traditional Family Therapy
MFT5105	Recovery Oriented Care and Postmodern Family Therapy
Fundamental Courses	
MFT5102 OR MFT6201	Legal, Ethical and Professional Development in MFT California Law and Professional Ethics for those in the California License Track
MFT5103	Systemic Evaluation and Case Management
MFT6102	Psychopathology, Diagnosis, and Systemic Treatment

PhD in Marriage and Family Therapy - Marriage and Family Therapy doctoral students must complete at least one 3-credit practicum course. Prior to enrolling in the required practicum course, students must complete the Practicum Preparation

Process (PPP) and receive approval to enroll in this course. As part of the PPP, students will be required to secure a local clinical placement as well as a local clinical supervisor who meets state requirements for supervision of post-graduate MFTs seeking state licensure. If students are currently licensed to practice Marriage and Family Therapy independently in their state, they are not required to have a local on-site supervisor. Doctoral students will receive weekly supervision and evaluation from NCU Clinical Faculty.

The practicum course for doctoral level degree seeking Marriage and Family Therapy students is MFT8951 (3 credit hours). Additional details can be found in the course description.

Doctorate of Marriage and Family Therapy (DMFT) - Marriage and Family Therapy DMFT students must complete at least one 3-credit practicum course (with a clinical or supervision focus). Prior to enrolling in the required practicum course, students must complete the Practicum Preparation Process (PPP) and receive approval to enroll in this course. As part of the PPP, students will be required to secure a local clinical placement as well as a local clinical supervisor who meets state requirements for supervision of post-graduate MFTs seeking state licensure. If students are currently licensed to practice Marriage and Family Therapy independently in their state, they can elect to complete a supervision practicum and are not required to have a local on-site supervisor. DMFT students will receive supervision and evaluation from NCU Clinical Faculty.

The practicum course for DMFT degree seeking Marriage and Family Therapy students is DMFT8951 or MFT8971 (each is 3 credit hours). Additional details can be found in the course description for these courses.

Internship Information

The Marriage and Family Therapy internship courses require pre-internship approval from the MFT Director of Clinical Training prior to enrollment. The student's Academic Advisor should be contacted in order to begin this process. Additional details regarding internship options within each degree program can be found below.

MA in Marriage and Family Therapy - Marriage and Family Therapy master's students must complete 9 credit hours of practicum (6 credit hours) and internship (3 credit hours) courses over a minimum of a 52 week time span. The internship site and supervisor must be approved by the MFT Director of Clinical Field Placements prior to enrolling in the practicum course. The primary requirement of this master's level internship is to continue the clinical work that began in the practicum courses and complete the total required minimum 500 hours of direct client contact, 250 of which must be relational. In conjunction with client contact, master's students must complete 100 hours of supervision, 50 of which must be direct individual supervision with the approved local supervisor. Also, within the total supervision hours, at least 50 hours of supervision must include direct observation of the student's clinical work through live observation or review of video or audio recording of the student's clinical sessions. In many cases, these

hours of observation-based supervision can be completed with both the direct local supervisor and the NCU faculty supervisor. Students must participate in local supervision during every week they are actively seeing clients. Additionally, students meet weekly via videoconference for NCU Group Supervision with an NCU faculty supervisor during the practicum and internship courses.

In addition to these client contact hours, students must take the AATBS practice exam online and submit the results to the course site. This is a practice exam for the national licensing exam or the California licensing exam. Information about preparing for and taking this practice exam is provided in the applicable course syllabus.

As a final requirement of MFT6995 MFT Internship and Capstone Presentation, the student must prepare and give a presentation detailing his or her personal theory of therapy. This presentation will be given in an online video conference and must include video clips from actual therapy sessions in which the student demonstrates how he or she uses the presented theory of therapy with her/his clients.

PhD in Marriage and Family Therapy - COAMFTE requires that the majority of content and specialization courses be completed before doctoral students begin their doctoral internship. Thus, doctoral students in the NCU MFT PhD program may begin their internship experience after completing all leveling courses, the first 5 doctoral courses, and the doctoral practicum course. Students will need to meet with the MFT Director of Clinical Training and the Director of Clinical Field Placements to discuss the internship plan, site, and supervisor(s). Final approval rests with the PHDMFT Program Director.

MFT doctoral students must complete a 9-month internship under the direction of an AAMFT Approved Supervisor, Supervisor-in-Training, or the equivalent state-approved supervisor. MFT doctoral students that are licensed MFTs or have previously completed all required clinical and supervision hours may have a local supervisor that is not a clinical supervisor (i.e., AAMFT Approved or state approved supervisor) who is a content expert specific to the students' area of specialization, with the approval of the Director of Clinical Training and the PHDMFT Program Director. For doctoral students who have not previously completed their clinical hours for licensure, the primary requirement of this internship is to complete at least 1,000 hours of direct client contact, 500 of which must be relational. In conjunction with client contact, doctoral students must complete 200 hours of supervision, 100 of which must be individual supervision. All local supervision will occur face-to-face. 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 appropriately and approved by the MFT Director of Clinical Training.

Students who have not already taken and passed the national MFT licensing exam must take the AATBS practice exam online and submit the results in the

appropriate activity for the course. This is a practice exam for the national licensing exam or the California licensing exam. Information about preparing for and taking this practice exam can be found in the applicable course syllabi.

Doctoral students who have completed the required 1000 hours of client contact and 200 hours of supervision prior to enrolling in the doctoral internship can elect to complete an internship with a focus on clinical research, clinical teaching or administration within the field of Marriage and Family Therapy. These students are required to have an on-site face-to-face supervisor who will serve as a mentor and supervisor. Supervisors are approved on a case-by-case basis by the Director of Clinical Training. Students in a research, teaching or administrative internship are required to have a supervisor who will be available to the intern for at least one hour of face-to-face supervision per week.

The internship process for doctoral MFT students is offered as a series of three 1-credit courses including MFT8961, MFT8962, and MFT8965. Additional details can be found in the course description.

Doctorate of Marriage and Family Therapy – Students must complete the majority of content and specialization courses before beginning their doctoral internship. Thus, DMFT students can begin internship after completing the first 5 DMFT courses and the doctoral practicum (or supervision practicum) course. Students will need to meet with the MFT Director of Clinical Training and the Director of Clinical Field Placements to discuss the internship plan, site, and supervisor(s). Final approval rests with the DMFT Program Director.

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, Supervisor-in-Training, or an equivalent state-approved supervisor. This supervision will occur face-to-face. DMFT students who are fully licensed MFTs can elect to complete an internship with a focus on clinical research, clinical teaching, entrepreneurship or administration within the field of marriage and family therapy. These students are required to have an on-site face-to-face supervisor who will serve as a mentor/supervisor. This local supervisor is not required to be a clinical supervisor (i.e., AAMFT Approved or state approved supervisor), but is a content expert specific to the students' area of specialization, with the approval of the Director of Clinical Training and the DMFT Program Director. Supervisors are approved on a case-by-case basis by the Director of Clinical Training. Students in a research, teaching or administrative internship are required to have a supervisor that will be available to the intern for at least one hour of face-to-face supervision per week.

The internship process for DMFT students is offered as a series of three 1-credit courses including DMFT8961, DMFT8962, and DMFT8965. Additional details can be found in the course description.

MFT Supervision Training

In addition to the PHDMFT or DMFT level practicum and internship courses, students in these programs must complete a course in MFT supervision methodology. The supervision course will be conducted in connection with the requirements established by AAMFT for students to become Approved Supervisors. Not all requirements will be completed for the students to achieve the designation while in the program at Northcentral University. The supervision course in the PhD programs (not in the DMFT program - students in the DMFT program should inquire about obtaining an approved course) is pre-approved by the AAMFT to count for the 30-hour supervision course requirement. Students will have to complete the direct supervision and supervision mentoring requirements outside of the program in order to qualify for the Approved Supervisor designation.

Doctoral MFT (PHDMFT and DMFT) students must enroll in MFT8970 or as an alternative to completing the supervision course at Northcentral, students may elect to complete the training directly through AAMFT. Upon completion of the training, students may submit documentation through their Academic Advisor for approval and the course requirements (credit hours) for MFT8970 may be waived.

Non-Degree Seeking Students

Students who are not pursuing a degree with NCU, but who wish to enroll in Practicum or Internship courses must demonstrate that they meet the same clinical readiness standards as NCU degree seeking students.

These standards include:

- Successful passing of a background check
- Successful completion of pre-requisite (or equivalent) courses (demonstrated by transcript from an accredited university)
- Acknowledgement of the informed consent, technology checklist, and clinical handbook documents
- Proof of an active professional liability insurance policy
- Clinical readiness interview.

Non-degree seeking students must complete the same SASVAC (site and supervisor vetting and contracting) process as degree seeking students. In addition, non-degree seeking students are required to complete **an individualized clinical training plan**. This plan must be signed by the student; the plan outlines student and NCU expectations and responsibilities.

Mission Statement

The mission of the Department of Psychology is to deliver educational opportunities allowing students throughout the world to acquire the knowledge, skills, practical application and values integral to the field of psychology.

Vision Statement

The vision of the Department of Psychology is to unite a global community of faculty and students to improve the human condition through research and practice.

Goals

The Department of Psychology provides educational experiences in the field of Psychology that allow students to build and appropriately apply skills related to a relevant knowledge base, research, critical thinking, communication, competencies, and values underlying the field of psychology.

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The Department of Psychology, housed within the School of Social and Behavioral Sciences at Northcentral University, offers the following degrees (this section of the catalog is organized as follows):

- BA in Psychology
- Post-Baccalaureate Certificate
 - Gender Diversity Studies
 - General Psychology
 - Health Psychology
 - Industrial/Organizational Psychology
- MA in Psychology
 - Gender Diversity Studies
 - General Psychology
 - Health Psychology
 - Industrial/Organizational Psychology
- Post-Master's Certificate
 - Addictions
 - Addictions and Rehabilitation
 - Gender Diversity Studies
 - General Psychology
 - Gerontology
 - Health Psychology
 - Industrial/Organizational Psychology
 - Mental Health Policy and Practice
 - Trauma and Disaster Relief
- PhD in Psychology
 - Addictions
 - Gender Diversity Studies
 - General Psychology
 - Gerontology
 - Health Psychology
 - Industrial/Organizational Psychology
 - Mental Health Policy and Practice
 - Trauma and Disaster Relief

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Description of Program

The Northcentral University Bachelor of Arts in Psychology program is an undergraduate degree-completion program designed for students interested in obtaining a degree in psychology. The program offers a foundation in psychology that allows for the application of psychology to bachelor's level careers in industry, helping professions, government, and nonprofit agencies. The program also provides knowledge and skills that are a basis for further education in psychology and related fields.

The program requires the successful completion of at least 30 credits at Northcentral University for a total of 120 credit hours. Students enter the program with at least 60 transfer credits that include the completion of all general education requirements (see Basis of Admissions for more details).

Goals of the BA Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Bachelor of Arts in Psychology degree program are as follows:

- Students will be able to describe theories and principles in psychology.
- Students will be able to describe research methods and data analysis in psychology.
- Student will be able to associate psychological principles and research with personal, social, and organizational issues.
- Student will be able to describe ethical principles in psychology.
- Students will be able to distinguish diversity issues in professional contexts.
- Students will be able to articulate clear and effective communication for fellow professionals and the public.

Basis for Admissions

Admission to the Bachelor of Arts in Psychology program requires a conferred associate's degree and/or a conferred bachelor's degree from a regionally or nationally accredited academic institution with a cumulative 2.0 grade point average on a 4.0 scale.

– OR –

An official high school transcript, or the equivalent of a high school diploma* **AND** an official academic transcript from a regionally or nationally accredited institution, which indicates the applicant has successfully completed at least 60 semester transfer credits as defined in the [Transfer of Credit](#) policy, with a cumulative 2.0 grade point average on a 4.0 scale, and has met all general education requirements needed for a Northcentral University bachelor's degree before entering Northcentral University.

Note: *Acceptable equivalents of a high school diploma include a) official proof of a General Education Development Certificate (GED) or b) an official State certificate received by a student after the student has passed a State-authorized examination that the State recognizes as the equivalent of a high school diploma. Homeschooled students must abide by the state statutes or regulations governing homeschools and, if applicable, must provide documentation of the applicant's participation in the homeschooling process.

General Degree Requirements

This degree requires a total of 120 semester credit hours, with a minimum of 60 credits in transfer from an accredited institution. In addition:

- A minimum of 30 credit hours must be in required Psychology courses.
- A Grade Point Average of 2.0 (letter grade of "C"), or higher is required to remain in academic good standing and to be eligible for graduation.
- Official transcripts are required to be on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.
- Official documents must be on file demonstrating all requirements of basis for admissions have been met

The University will accept a maximum of 90 lower and upper division semester credit hours in transfer toward the bachelor's degree for coursework completed at an accredited college or university with a grade of "C" or better.

If a student does not have Introduction to Psychology course in transfer from an accredited institution, then the student must complete PSY2000, Introduction to Psychology, prior to completing any other course. This course does not count toward the 30 required credits. PSY4500, Capstone in Psychology, must be the student's last course on their degree plan.

Completion Time for the Bachelor of Arts in Psychology Program

Normal time to completion for this program is 52 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule

designed by the Dean for this program, and applying the minimum required transfer credits, can expect to finish in as little as 21 months.

Required Northcentral University Psychology Courses (10 courses) – 30 semester credit hours.

Click on the course name for description, click again to close.

LS3010-8	Foundations for Undergraduate Study
PSY3002-8	Abnormal Psychology
PSY3009-8	Multicultural Psychology
PSY3012-8	Evolutionary Psychology
PSY3011-8	Introduction to Statistics in Psychology
PSY3003-8	Human Development
PSY3006-8	Social Psychology
PSY3007-8	Ethics and Professional Issues
PSY3004-8	Basic Research Methods in Psychology
PSY4500-8	Capstone in Psychology

Psychology Electives – Available to students to complete 120 credit hour requirement.

Students may select any undergraduate Northcentral course to fulfill this requirement. Your Academic Advisor can assist you in choosing courses applicable to your career goals.

PSY4200-8	Overview of Substance Abuse and Addiction
PSY4201-8	Forensic Psychology
PSY4202-8	Community Psychology: Prevention and Change
PSY4203-8	Industrial/Organizational Psychology
PSY4204 -8	Adult Aging
PSY4205-8	Principles of Mental Health
PSY4206-8	Critical Thinking and Personal Development
PSY4207-8	Psychology of Learning
PSY4208-8	Human Sexual Behavior
PSY4209-8	Psychology and Health

PSY4210-8	Research Project
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Fast Forward Track

The BAPSY program provides an opportunity to substitute specific courses in the required course sequence with master’s level courses. Opting to complete the master’s level course substitutions provides a Fast Forward Track to the Master of Arts in Psychology or the Master of Arts in Marriage and Family Therapy if students decide to pursue a graduate degree.

Enrollment in the BAPSY program and completion of the Fast Forward Track course substitutions does not guarantee admission into a graduate program. Students must meet all required Basis for Admissions (BFA) requirements as outlined in the university catalog for specific masters programs.

Master’s level coursework completed in the BAPSY program must be completed with a grade of “B” or better to meet eligibility requirements to be applied to the applicable Master’s degree program, and be within 5 years from the time they complete the course to transfer it into the master’s degree.

BAPSY to Master of Arts in Psychology (MAPSY) Fast Forward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MAPSY Fast Forward Track course substitutions. In total, students can opt to complete 12 credits of the MAPSY core sequence to satisfy specified courses from the required category in the BAPSY.

BAPSY Degree Courses	Optional MAPSY Course Substitutions <i>(BAPSY to MAPSY Fast Forward Track)</i>
LS3010-8 - Foundations for Undergraduate Study	
PSY3002-8 - Abnormal Psychology	
PSY3009-8 - Multicultural Psychology	
PSY3012-8 - Evolutionary Psychology	

PSY3011-8 - Introduction to Statistics in Psychology	
PSY3003-8 - Human Development	PSY5104-8 - Theories of Human Development and Functioning
PSY3006-8 - Social Psychology	PSY6100-8 Personality Psychology
PSY3007-8 - Ethics and Professional Issues	PSY5103-8 Professional Ethics, Law, and Psychology
PSY3004-8 - Basic Research Methods in Psychology	PSY5107-8 - Research Methods
PSY4500-8 - Capstone in Psychology	

Note: Students who opt to complete designated master's level courses as part of the BAPSY to MAPSY Fast Forward Track course substitution option should contact their Academic Advisor to adjust course schedules accordingly.

BAPSY to Master of Arts in Marriage and Family Therapy (MAMFT) Fast Forward Track

Applicants who qualify for admission into the BAPSY program may elect to complete the BAPSY to MAMFT Fast Forward Track course substitutions. In total, students can opt to complete 9 credits of the MAMFT core sequence (MFT6101, MFT6103 and MFT6106) to satisfy specified courses from the required category in the BAPSY.

BAPSY Degree Courses	Optional MAMFT Course Substitutions
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	(BAPSY to MAMFT Fast Forward Track)
LS3010-8 - Foundations for Undergraduate Study	
PSY3002-8 - Abnormal Psychology	
PSY3009-8 - Multicultural Psychology	MFT6103 - Cultural Diversity, Gender, and Family Development
PSY3012-8 - Evolutionary Psychology	MFT6106 - Families in Crisis
PSY3011-8 - Introduction to Statistics in Psychology	
PSY3003-8 - Human Development	MFT6101 - Human Development and Family Dynamics Across the Lifespan
PSY3006-8 - Social Psychology	
PSY3007-8 - Ethics and Professional Issues	
PSY3004-8 - Basic Research Methods in Psychology	

PSY4500-8 - Capstone in Psychology	

Note: Students who opt to complete designated master's level courses as part of the BAPSY to MAPSY Fast Forward Track course substitution option should contact their Academic Advisor to adjust course schedules accordingly.

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Description of Program

The Post-Baccalaureate Certificate program is designed for students who have completed their bachelor's degree and are seeking academic expertise through a graduate level certificate program. In order to earn a Post-Baccalaureate Certificate, students must complete four NCU courses (a total of 12 credit hours) within the chosen Post-Baccalaureate Certificate program. With the exception of the General Psychology specialization, each Post-Baccalaureate Certificate is prescribed, meaning students can only take what is listed for the particular Post-Baccalaureate Certificate (students may not substitute alternative courses). Students must complete all four NCU courses with a cumulative GPA of 3.0 or better in order to receive the certificate.

Basis for Admissions

Admission to the Post-Bachelor's Certificate program requires a conferred bachelor's level or higher degree from a regionally or nationally accredited academic institution.

Post-Baccalaureate Certificate Transfer into a Master's Degree Sequence:

- Coursework completed within a Post-Baccalaureate Certificate program may be applied 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.

Completion Period for Post-Baccalaureate Certificate

Normal time to completion for this program is 16 months.

Time to completion varies depending upon the pace in which a student completes courses. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program can expect to finish in as little as 6 months.

Northcentral allows 2 years to complete all Post-Baccalaureate Certificates.

Students who are unable to complete a degree program within the stated time limits are dismissed. If a student believes they have extenuating circumstances, they may document the circumstances and send a request for consideration to their respective School Dean or designee. Exceptions to the policy are determined on a case-by-case basis and are granted only once.

NOTE: If a student wants to enroll in a master's program in a school other than the school from which the student obtained the Post-Baccalaureate Certificate, the university does not guarantee that any of the courses will be transferable to a program of another Northcentral University School.

EXAMPLE: Student obtains a Post-Baccalaureate Certificate through the Department of Psychology, but wants to obtain a master's degree through the School of Education. In these cases, the Dean (from the School or Department in which the student wants to obtain the master's degree) will review the Post-Baccalaureate Certificate courses and provide the final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the master's degree.

Post-Baccalaureate Certificate Offered by the Department of Psychology

The Post-Baccalaureate Certificate at Northcentral University offers students a chance to advance in their chosen field or to embark on a new career through course of study in one of the following areas:

- Gender Diversity
- General Psychology
- Health Psychology
- Industrial/Organizational Psychology

Prerequisite: A bachelor's degree in any field from an accredited institution will satisfy admissions requirements.

Gender Diversity

The Post-Baccalaureate Certificate in Gender Diversity allows individuals to gain a greater understanding of human sexuality, gender and sexual orientation from a psychological perspective. Coursework examines the social, cultural and biological foundations of these very important elements of identity. Completion of this certificate prepares individuals for advanced studies in psychology as well as career options in a variety of areas including human rights and equal opportunity, social and policy planning, human resource management, teaching and education, media and communications, public relations and journalism, political work, human rights and equal opportunity, community service and community development.

PSY6201-8	Psychology of Sex and Sexuality
PSY6202-8	Psychology of Gender
PSY6203-8	Introduction to Gender Variance
PSY6206-8	LGBTQ Affirmative Psychology

General Psychology

The Post-Baccalaureate Certificate in General Psychology is designed for individuals who would like to learn more about human behavior. Students select courses from a broad range of electives at the 5000 or 6000 level (with the exception of PSY5101) to fit their personal and professional goals. Students may use their coursework in preparation for graduate studies or to pursue a variety of career options including research, human resources, probation and parole, business and public service.

PSY6100-8	Theories of Personality *
PSY6102-8	Multicultural Psychology *
PSY6103-8	Human Communication: Interviewing Skills *
PSY6104-8	Positive Psychology *

*Courses listed are examples and upon acceptance, the initial certificate plan will include these courses. Students are encouraged to choose their courses based on personal and professional goals and to work with their Academic Advisor to revise their certificate plan.

Health Psychology

The Post-Baccalaureate Certificate in Health Psychology provides an understanding of the total matrix of factors influencing psychological and physical health and illness. Completion of coursework prepares individuals for graduate studies, consulting, public policy and community health outreach, among other opportunities.

PSY6301-8	Health Psychology
PSY6302-8	Behavioral Nutrition
PSY6303-8	Stress and Coping
PSY6304-8	Coaching for Health and Wellness

Industrial/Organizational Psychology

The Post-Baccalaureate Certificate in Industrial/Organizational Psychology provides an understanding of people in the world of work, including the application of theory and research to organizational and human resource management issues. Coursework prepares individuals for myriad career opportunities, including human resources, employee training, marketing and sales, and organizational development as well as graduate studies.

PSY6401-8	Industrial/Organizational Psychology
PSY6402-8	Applied Statistics
PSY6403-8	Tests and Measurements in Industrial/Organizational Psychology

PSY6414-8	Small Group Theory and Team Processes

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Description of Program

The Master of Arts (MA) program enables students to pursue advanced study in psychology that can lead to careers in the helping professions, industry, government, and nonprofit organizations. The program also provides students with the foundational knowledge and skills necessary for doctoral-level study.

Goals of the MA Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Master of Arts in Psychology degree program are as follows:

- Students will be able to analyze theories and principles in psychology to inform professional contexts.
- Students will be able to examine research methods and data analysis in psychology.
- Students will be able to apply psychological principles and research to personal, social, and organizational issues.
- Students will be able to relate ethical principles of psychology to academic and professional matters.
- Students will be able to examine diversity issues in professional contexts.
- Student will be able to model clear and effective communication for fellow professionals and the public.

Basis for Admissions

Admission to the Master of Arts program requires a conferred bachelor's and/or a conferred master's or doctoral degree from a regionally or nationally accredited academic institution.

General Degree Requirements

The master's degree requires a total of 30-36 credit hours at the graduate level.

The University may accept a maximum of 12 semester credit hours in transfer toward the master's degree for graduate coursework completed at an accredited college or university with a grade of "B" or better.

All master's degree programs have the following graduation requirements:

- A minimum of 18-24 credit hours of graduate instruction must be completed through Northcentral 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 to the University paid in full

Completion Period for Master's Degrees

Northcentral allows five years to complete master's programs requiring 36 credit hours or less.

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 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 Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 18 months.

MA Specializations

Students are required to select one of four specializations within the Master of Arts in Psychology degree program, each of which is described in further detail below:

- Gender Diversity (30 credits total)
- General Psychology (30 credits total)
- Health Psychology (36 credits total)
- Industrial/Organizational Psychology (36 credits total)

Master of Arts in Psychology Degree Plan

All Specializations

Foundations- 12 credit hours

Click on the course name for description, click again to close.

PSY5101-8	Foundations for Graduate Study in Psychology
PSY5104-8	Theories of Human Development and Functioning
PSY5103-8	Professional Ethics, Law, and Psychology
PSY5107-8	Research Design

These courses must be completed prior to enrolling in other graduate courses in psychology.

Gender Diversity Studies Specialization

The purpose of the Gender Diversity Studies specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation.

Required Specialization Courses - 18 credit hours

PSY6100-8	Theories of Personality
PSY6201-8	Psychology of Sex and Sexuality
PSY6202-8	Psychology of Gender

PSY6203-8	Introduction to Gender Variance
PSY6206-8	LGBTQ Affirmative Psychology
PSY6205-8	Capstone Course: Gender Diversity Studies**

**The Program Capstone Course must be completed as the last course in the degree program.

General Psychology Specialization

The General Psychology specialization allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students must complete a minimum of 18 credit hours for the specialization in General Psychology (9 credit hours are from elective courses and 9 credits hours are from required courses). Students may take psychology courses at the 5000, 6000, 7000, or 8000 level including up to two courses from other fields (MFT, Business, and/or Education) to fulfill their specialization requirements. Courses from other disciplines may be considered to fill this requirement, with Dean approval.

***Recommended Specialization Courses* - 18 credit hours**

PSY6100-8	Theories of Personality (Required)
PSY5108-8	Cognitive and Affective Basis of Behavior (Required)
PSY6103-8	Human Communication: Interviewing Skills*

PSY6104-8	Positive Psychology *
PSY6102-8	Multicultural Psychology *
PSY6105-8	Capstone Course: Psychology (Required)**

*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.

**The Program Capstone Course must be completed as the last course in the degree program.

Health Psychology Specialization

The purpose of the Health Psychology specialization is to provide an in-depth understanding of the total matrix of factors influencing psychological and physical health and illness.

Required Specialization Courses – 24 credit hours

PSY5102-8	History and Systems of Psychology
PSY6100-8	Theories of Personality
PSY5106-8	Biopsychology

PSY6301-8	Health Psychology
PSY6302-8	Behavioral Nutrition
PSY6303-8	Stress and Coping
PSY6304-8	Coaching for Health and Wellness
PSY6305-8	Capstone Course: Health Psychology**

**The Program Capstone Course must be completed as the last course in the degree program.

Industrial/Organizational Psychology Specialization

The purpose of the Industrial/Organizational Psychology specialization is to provide an in-depth understanding of people in the world of work. Training is provided in conducting basic and applied research and in the application of theory and research to organizational and human resource management issues.

Required Specialization Courses – 24 credit hours

PSY5102-8	History and Systems of Psychology
PSY5105-8	Social Psychology

PSY6100-8	Theories of Personality
PSY6401-8	Industrial/Organizational Psychology
PSY6402-8	Applied Statistics
PSY6403-8	Tests and Measurements in Industrial/Organizational Psychology
PSY6414-8	Small Group Theory and Team Processes
PSY6415-8	Capstone Project: Industrial/Organizational Psychology**

**The Program Capstone Course must be completed as the last course in the degree program.

Description of Program

Each Post-Master's Certificate program comprises 6 courses (18 credit hours). With the exception of the General Psychology certificate, students must complete the program as listed below and may not substitute alternative courses. Students must complete all six NCU courses with a cumulative GPA of 3.0 or better in order to receive a certificate. Courses for the General Psychology specialization should be selected from PSY7000-level or PSY8000-level courses only (excluding PSY7101 and PSY7102) .

Basis for Admissions

Admission to a the Post-Master's Certificate program requires a conferred master's level or higher degree from a regionally or nationally accredited academic institution.

Scope

6 NCU Courses (18 Credit hours) must be completed to earn a Post-Master's Certificate specialization. Courses taken as part of a Northcentral master's program cannot be applied toward a Post-Master's Certificate program.

Post-Master's Certificate Transfer into a Doctoral Program

Post-Master's Certificate program courses may be used to satisfy doctoral degree requirements if the Post-Master's Certificate course is required by the doctoral program in which the student is enrolled.

Coursework completed as part of an earned doctoral degree cannot be applied toward a Post-Master's Certificate program. However, a Post-Master's Certificate can be completed as part of doctoral coursework, if the student officially applies for a Post-Master's Certificate prior to completing the fourth course in a Post-Master's Certificate series.

Completion Period for Post-Master's Certificate

Normal time to completion for this program is 19 months.

Time to completion varies depending upon the pace in which a student completes courses. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate

student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, can expect to finish in as little as 13 months.

Northcentral allows two years to complete a Post-Master's Certificate.

Students who are unable to complete a Post-Master's Certificate within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

NOTE: Northcentral does not guarantee that Post-Master's Certificate courses taken in one Northcentral School will transfer to another Northcentral School. The Dean of the School or Department to which the student wishes to transfer will review the Post-Master's Certificate courses and make a final determination. The outcome will be documented in the student's file. The student will be notified by e-mail of the requirements to obtain the doctoral degree.

Department of Psychology Post-Master's Certificate

Click on the course name for description, click again to close.

Addictions - 18 credit hours

The Post-Master's Certificate in Addictions is intended for mental health practitioners who would like to develop knowledge and expertise in the area of substance abuse, addictions and addictive behaviors. Dynamics of substance abuse and dependence including drugs, alcohol, and marijuana, with an emphasis on assessment and treatment planning will be explored. Coursework also examines research related to addictions and compulsive behaviors, as well as co-occurring disorders.

PSY8111	Clinical Survey of Substance Abuse and Dependence
PSY8112	Addiction Assessment and Treatment Planning
PSY8113	Addiction and Related Disorders

PSY8114	Co-Occurring Disorders
PSY8115	Family Systems Approaches to Addiction
PSY8116	Group Therapy

Addictions and Rehabilitation - 18 credit hours

The Post-Master's Certificate in Addictions and Rehabilitation is designed for individuals interested in gaining knowledge of case management, clinical supervision, clinical supervision leadership strategies, rehabilitation needs of special populations, and evidence-based practices in addiction rehabilitation. Courses will cover core functions in addiction counseling, thus providing students with information to help them prepare for eventual and advanced careers in addiction rehabilitation.

PSY8600	Integrated Theories of Addiction and Rehabilitation
PSY8601	Case Management Approaches and Methods
PSY8602	Clinical Supervision
PSY8603	Advanced Clinical Supervision: Leadership
PSY8604	Addiction Treatment and Special Populations

PSY8605	Evidence-Based Practice in Addictions and Rehabilitation
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Gender Diversity - 18 credit hours

The Post-Master's Certificate in Gender Diversity is intended for practicing mental health practitioners and educators who are interested in examining in more depth the social, cultural and biological foundations of human sexuality, gender and sexual orientation. Issues, challenges and changes in current understanding of mental health, gender and healthy sexuality are addressed.

PSY8200	Sexual Issues
PSY8201	Dynamics of Family Interaction
PSY8203	Psychology of Gender
PSY8204	Psychological Aspects of Gender Variance
PSY8205	Psychology and the Gay, Lesbian and Bisexual Population
PSY8206	Sex, Sexuality and Power Dynamics

General Psychology - 18 credit hours

The Post-Master's Certificate in General Psychology allows students to select courses from a broad range of electives to fit their personal and professional goals. Completion

of this certificate will assist individuals in pursuing a variety of career opportunities in research and education in both the public and the private sector in setting such as schools, hospitals, clinics, research centers, business and health care teams. Courses for the General Psychology specialization should be selected from PSY7000-level or PSY8000-level courses only (excluding PSY7101 and PSY7102).

Recommended Certificate Courses* - 18 credit hours

PSY8100	Theories of Personality*
PSY8101	Multicultural Psychology*
PSY8103	Cognition, Emotion, and Motivation*
PSY8104	Positive Psychology*
PSY8105	Community Psychology*
PSY8106	Human Communication: Interviewing Skills *

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their General Psychology certificate courses based on personal and professional goals and to work with their Academic Advisor to revise their degree plan.

Gerontology - 18 credit hours

The Post-Master's Certificate in Gerontology is designed to assist in training individuals interested in working with older adults and their families. As the world's population continues to age, the demand will continue for individuals trained in gerontology. Coursework in this certificate prepares individuals for career opportunities in health facilities, mental health clinics, numerous government agencies, and community organizations.

PSY8121	Psychology of Aging
PSY8330	Mental Health and Aging
PSY8331	Aging, Families and Elder Care
PSY8332	Multicultural Perspectives of Aging
PSY8333	Psychological Practice in Gerontology
PSY8334	Death and Dying

Health Psychology - 18 credit hours

The Post-Master's Certificate in Health Psychology explores the interaction between the body and the mind, and the factors that influence physical and psychological health, such as stress and nutrition. Coursework prepares individuals for serving as a health consultant to hospitals or agencies, helping individuals develop healthy lifestyles, or providing the psychological perspective to a team of health care providers.

PSY8300	Health Psychology
PSY8111	Clinical Survey of Substance Abuse and Dependence

PSY8128	Stress and Coping
PSY8303	Eating Disorders and Obesity
PSY8304	Complementary and Alternative Medicine
PSY8305	Consultation and Interventions in Health Care Settings

Industrial/Organizational Psychology - 18 credit hours

The Post-Master's Certificate in Industrial/Organizational Psychology reviews psychological theories and models applicable to critical issues in the fields of business and industry. Completion of coursework prepares individuals to assume leadership positions in industry, government, consulting and education in various fields, such as research, coaching, human resource development, consumer behavior analysis, workplace planning, market strategy, personnel specialist and talent acquisition.

PSY8400	Industrial/Organization Psychology
PSY8106	Human Communication – Interviewing Skills
PSY8117	Life Coaching
PSY8129	Organizational Training and Development

PSY8401	Leadership and Management
PSY8404	Consulting in Business, Education, and Health

Mental Health Policy and Practice - 18 credit hours

The Post-Master's Certificate in Mental Health Policy and Practice is intended for helping professionals to develop a deeper understanding of mental health through an evidence-based practice approach. It is designed to help prepare individuals to assume senior leadership positions in the field of behavioral health service organizations and delivery, state government or private enterprise.

PSY8500	Mental Health Services Policy
PSY8501	Mental Health Administration and Management
PSY8502	Comparative Analysis of Psychotherapies
PSY8503	Evidence-Based Treatments
PSY8504	Psychology and Finance
PSY8505	Mental Health and the Courts

Trauma and Disaster Relief - 18 credit hours

Increasing natural disasters, incidents of abuse and neglect, terrorism, war, violence and conflict on a local, national and global level have created a demand for individuals trained in identifying and treating the aftermath of trauma. Victims, witnesses and relief workers who experience trauma may also find themselves facing a variety of psychological issues, difficulties in interpersonal relationships, physical health problems and be placed at future risk. Mental health workers would benefit from understanding the various facets of trauma, its impact on coping skills, and treatment, intervention and prevention strategies.

Exposure to trauma and disaster can lead to emotional and behavioral issues for victims, survivors, relief workers and bystanders. The Trauma and Disaster Relief certificate prepares learners to work with individuals who have witnessed natural disasters, accidents, abuse, physical injury, bullying, etc., and who are now grappling with how to cope or to integrate memories or feelings related to that experience.

PSY8110	<u>Psychology of Violence</u>
PSY8320	<u>Psychology of Traumatic Violence</u>
PSY8322	<u>Disaster, Terrorism, and Mass Violence: Impacts on Mental Health</u>
PSY8323	<u>Trauma-informed Assessments, Risk, and Diagnosis</u>
PSY8324	<u>Trauma-informed Interventions with Disaster and Trauma Survivors</u>
PSY8325	<u>Gender and Cultural Considerations in Disaster Trauma and Response</u>

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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.

Goals of the PhD Program in Psychology

The goals (referred to as Student Learning Outcomes) of the Doctor of Philosophy in Psychology programs are as follows:

- Student will be able to appraise theories and principles in psychology to inform professional contexts.
- Students will be able to evaluate research methods and data analysis in psychology.
- Student will be able to select psychological principles and research for application to personal, social, and organizational issues.
- Students will be able to evaluate ethical principles of psychology in academic and professional matters.
- Students will be able to critique diversity issues in professional contexts.
- Students will be able to design clear and effective communication for fellow professionals and the public.

Basis for Admissions

In order to enter the Doctor of Philosophy in Psychology, applicants must have a conferred master's degree from an regionally or nationally accredited academic institution. There are two options for entering the doctoral program in psychology:

1. **Direct Entry** – Individuals with a previously completed master's degree in any area of Psychology, Mental Health Counseling, Marriage and Family Therapy, or Social Work may immediately begin the 60 credit PhD program.
2. **Evaluation Track** – Individuals who have previously completed a master's degree in an area other than one listed above must have their transcripts evaluated to determine if previous coursework meets some or all of the Standard Curriculum requirements (see below). Students in the Evaluation Track would begin their degree plan with PSY7101 and PSY7102 and then take all required Standard Curriculum courses prior to taking the remaining courses in their degree plan.

General Degree Requirements

The PhD in Psychology degree requires a minimum of 60 credit hours at the graduate level beyond the master's degree.

The University may accept a maximum of 12 semester credit hours in transfer toward the doctoral degree for graduate coursework completed at an accredited college or university while enrolled in a doctoral program with a grade of "B" or better.

The PhD degree programs in psychology have the following graduation requirements:

- A minimum of 48 credit hours of graduate instruction must be completed through Northcentral.
- Grade Point Average of 3.0 (letter grade of "B") or higher.
- Satisfactory completion of a Comprehensive Exam.
- University approval of dissertation manuscript and successful completion of the dissertation defense.
- Submission of the approved final dissertation manuscript to the University Registrar, including the original unbound dissertation manuscript and an electronic copy.
- Official documents on file for basis of admission: a conferred master's degree from an accredited academic institution.
- Official transcripts on file for all transfer credit hours accepted by the University.
- All financial obligations to the University paid in full.

Competencies for PhD Programs in Psychology

All PhD students are required to demonstrate competency in these areas:

- **Competency in Research Writing Skills** - PhD students are required to complete both PSY7101 and PSY7102 at Northcentral. Students must demonstrate doctoral-level writing skills in all Northcentral graduate coursework. Students may request on their own behalf or may be recommended to complete an English writing course if the School Dean or faculty determine communications skills are insufficient for doctoral-level work.
- **Graduate-Level Research Methods Competency** - PhD students are required to complete PSY7103, PSY7106, PSY7108, and PSY7109 at Northcentral.
- **Graduate-Level Statistics Competency** - PhD students are required to complete PSY7107 at Northcentral.
- **Computer Competency** - Doctoral students are required to have the computer skills necessary for completing a dissertation. Students must be able to prepare documents using advanced word processing skills (e.g., creation of tables and figures, headers and footers, page breaks, tables of contents, hanging indents). Students must use computer programs for the statistical analysis of data (e.g.,

SPSS). Students must produce a computer-based presentation (e.g., PowerPoint) for their dissertation defense.

Completion Period for Doctoral Degrees

Northcentral allows seven years to complete doctoral programs of 60 credits or less.

Students who are unable to complete a degree program within the stated time limit are dismissed. Students who believe they have extenuating circumstances may document the circumstances in a request for special consideration to their respective School Dean or designee. Exceptions to this policy are determined on a case-by-case basis and are granted only once.

Normal time to completion for this program is 84 months.

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most Northcentral students are working adults balancing educational, professional, and personal commitments, our academic advisors will work with you to develop a program schedule that works best for your needs.

The normal time disclosed above reflects the experience of students who may have entered under different program requirements. In the quest for continuous improvement, academic leadership has revised the program to optimize curriculum and pace, facilitate student learning, and improve chances for success. Therefore, the program is now designed for students enrolling today to take advantage of these revised course structures, lengths, and schedules. New students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 48 months.

PhD Specializations in Psychology

There are eight specializations within the Doctor of Philosophy in Psychology degree program, each of which is described in further detail below:

- Addictions
- Gender Diversity Studies
- General Psychology
- Gerontology
- Health Psychology
- Industrial/Organizational Psychology
- Mental Health Policy and Practice
- Trauma and Disaster Relief

PhD in Psychology Degree Plan

Credit Hours - The PhD program may be completed in 60 credits (not including required Standard Curriculum courses; see below) but **may require additional credit hours**, depending on the time required to complete the dissertation research. If granted, additional courses will be added to the student degree program in alignment with the SAP and Academic Maximum Time to Completion policies. Students who do not complete their program in accordance with these policies may be dismissed.

NOTE: Standard curriculum courses are only required if you do not have a Master's degree in Psychology or a related field. Courses can be waived if similar graduate level courses were completed prior to enrollment.

Standard Curriculum - Up to 12 credit hours determined based on formal evaluation. These courses are in addition to the 60 credits listed below.

Click on the course name for description, click again to close.

PSY7011	History and Systems of Psychology
PSY7012	Professional Ethics, Law, and Psychology
PSY7013	Human Development and Functioning
PSY7014	Social Psychology

PhD Specializations

Addictions Specialization

The purpose of the Addictions specialization is to provide mental health practitioners to develop knowledge and expertise in the area of substance abuse, addictions and addictive behaviors. Dynamics of substance abuse and dependence including drugs, alcohol, and marijuana, with an emphasis on assessment and treatment planning will be explored. Coursework also examines research related to addictions and compulsive behaviors, as well as co-occurring disorders.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed
PSY8111	Clinical Survey of Substance Abuse and Dependence
PSY7103	Research Methods
PSY8112	Addiction Assessment and Treatment Planning
PSY7104	Statistics I
PSY8113	Addiction and Related Disorders
PSY7105	Tests and Measurements
PSY8114	Co-Occurring Disorders
PSY7106	Quantitative Research Design

PSY8115	Family Systems Approaches to Addiction
PSY7107	Statistics II
PSY8116	Group Therapy
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research*
DIS9502P	Dissertation Research*
DIS9503P	Dissertation Research*
DIS9504P	Dissertation Research*

*Dissertation Research – A minimum of four dissertation research courses must be completed in order to complete the program.

Gender Diversity

The purpose of the Gender Diversity Studies specialization is to provide an in-depth understanding of the social, cultural, and biological foundations of human sexuality, gender, and sexual orientation, prepare students to apply principles of psychology related to gender diversity in a variety of settings, and carry out research related to gender diversity in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Gender Diversity Studies.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed
PSY8200	Sexual Issues
PSY7103	Research Methods
PSY8201	Dynamics of Family Interaction
PSY7104	Statistics I
PSY8206	Sex, Sexuality and Power Dynamics
PSY7105	Tests and Measurements

PSY8203	Psychology of Gender
PSY7106	Quantitative Research Design
PSY8204	Psychological Aspects of Gender Variance
PSY7107	Statistics II
PSY8205	Psychology and the Gay, Lesbian and Bisexual Population
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research *
DIS9502P	Dissertation Research *
DIS9503P	Dissertation Research *

DIS9504P	Dissertation Research *

*Dissertation Research - A minimum of four dissertation research courses must be completed in order to complete the program.

General Psychology

The General Psychology specialization allows students to select courses from a broad range of electives to fit their personal and professional goals. This specialization also prepares students to apply principles of psychology and conduct research related to their area of interest in a variety of settings.

Students in the General Psychology specialization select six courses (18 credit hours) from the Department of Psychology curriculum at the 7000 or 8000 level. Courses from other disciplines may fill this requirement, with Department of Psychology approval. Note: an internship course cannot count towards the degree program.

A sample degree plan follows; an asterisk (*) indicates an example specialization course:

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed (see above)
PSY8100	Theories of Personality *
PSY7103	Research Methods

PSY8101	Multicultural Psychology*
PSY7104	Statistics I
PSY8103	Cognition, Emotion, and Motivation*
PSY7105	Tests and Measurements
PSY8104	Positive Psychology*
PSY7107	Statistics II
PSY8105	Community Psychology*
PSY7106	Quantitative Research Design
PSY8106	Human Communication: Interviewing Skills *
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology

CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research **
DIS9502P	Dissertation Research **
DIS9503P	Dissertation Research **
DIS9504P	Dissertation Research **

*Courses listed are examples and upon acceptance to the program the initial degree plan will include these courses. Students are encouraged to choose their specialization courses based on personal and professional goals and will work with their Academic Advisor to revise their degree plan. Students can select any PSY8000 level course for this specialization. Please consult the course descriptions for a full list of available courses.

**Dissertation Research – A minimum of four dissertation research courses must be completed in order to complete the program. Additional dissertation research courses may be taken if the dissertation requirements are not completed in DIS9504P.

Gerontology

The Gerontology specialization is designed to assist in training individuals interested in working with older adults and their families. As the world's population continues to age, the demand will continue for individuals trained in gerontology. Coursework in this certificate prepares individuals for career opportunities in health facilities, mental health clinics, numerous government agencies, and community organizations.

PSY7101	Foundations for Doctoral Study in Psychology
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PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed (see above)
PSY8121	Psychology of Aging
PSY7103	Research Methods
PSY8330	Mental Health and Aging
PSY7104	Statistics I
PSY8331	Aging, Families and Elder Care
PSY7105	Tests and Measurements
PSY8332	Multicultural Perspectives of Aging
PSY7107	Statistics II
PSY8333	Psychological Practice in Gerontology

PSY7106	Quantitative Research Design
PSY8334	Death and Dying
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research *
DIS9502P	Dissertation Research *
DIS9503P	Dissertation Research *
DIS9504P	Dissertation Research *

*Dissertation Research – A minimum of four dissertation research courses must be completed in order to complete the program.

Health Psychology

The purpose of the Health Psychology specialization is to provide an in-depth understanding of the total matrix of factors influencing psychological and physical health

and illness, prepare students to apply biopsychosocial principles in a variety of settings, and carry out research related to health psychology in a variety of settings. Eighteen (18) credit hours of coursework are devoted to Health Psychology.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed (see above)
PSY8300	Health Psychology
PSY7103	Research Methods
PSY8301	Psychosocial Factors in Health
PSY7104	Statistics I
PSY8302	Behavioral Nutrition
PSY7105	Tests and Measurements
PSY8303	Eating Disorders and Obesity
PSY7107	Statistics II

PSY8304	Complementary and Alternative Medicine
PSY7106	Quantitative Research Design
PSY8305	Consultation and Interventions in Health Care Settings
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research*
DIS9502P	Dissertation Research*
DIS9503P	Dissertation Research*
DIS9504P	Dissertation Research*

*Dissertation Research – A minimum of four dissertation research courses must be completed in order to complete the program.

Industrial/Organizational Psychology

The purpose of the Industrial/Organizational Psychology specialization is to provide an in-depth understanding of people in the world of work, prepare students to apply principles of I/O psychology in work and organizational settings, and carry out research related to human behavior in organizations. Eighteen (18) credit hours of coursework are devoted to Industrial/Organizational Psychology.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed
PSY8400	Industrial/Organizational Psychology
PSY7103	Research Methods
PSY8401	Leadership and Management
PSY7104	Statistics I
PSY8402	Work Motivation and Attitudes
PSY7115	Tests and Measurements in I/O Psychology

PSY8403	Organizational Development
PSY7107	Statistics II
PSY8404	Consulting in Business, Education, and Health
PSY7106	Quantitative Research Design
PSY7108	Qualitative Research Design
PSY8406	Multivariate Statistical Analysis
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research *
DIS9502P	Dissertation Research *
DIS9503P	Dissertation Research *
DIS9504P	Dissertation Research *

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*Dissertation Research – A minimum of four dissertation research courses must be completed in order to complete the program.

Mental Health Policy and Practice

The purpose of the Mental Health Policy and Practice specialization is to provide an evidence based practice approach to those people who have substantial experience in their respective disciplines and wish to broaden and deepen their knowledge behavioral health administration and care. Eighteen (18) credit hours of coursework are devoted to Mental Health Policy and Practice.

PSY7101	<u>Foundations for Doctoral Study in Psychology</u>
PSY7102	<u>Scholarly Writing and Professional Communication in Psychology</u>
PSY8500	<u>Mental Health Services Policy</u>
PSY7103	<u>Research Methods</u>
PSY8501	<u>Mental Health Administration and Management</u>
PSY7104	<u>Statistics I</u>
PSY8502	<u>Comparative Analysis of Psychotherapies</u>
PSY7105	<u>Tests and Measurements</u>

PSY8503	Evidence-Based Treatments
PSY7107	Statistics II
PSY8504	Psychology and Finance
PSY7106	Quantitative Research Design
PSY8505	Mental Health and the Courts
PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research *
DIS9502P	Dissertation Research *
DIS9503P	Dissertation Research *

DIS9504P	Dissertation Research *

*Dissertation Research – A minimum of four dissertation research courses must be completed in order to complete the program.

Trauma and Disaster Relief

Increasing natural disasters, incidents of abuse and neglect, terrorism, war, violence and conflict on a local, national and global level have created a demand for individuals trained in identifying and treating the aftermath of trauma. Victims, witnesses and relief workers who experience trauma may also find themselves facing a variety of psychological issues, difficulties in interpersonal relationships, physical health problems and be placed at future risk. Mental health workers would benefit from understanding the various facets of trauma, its impact on coping skills, and treatment, intervention and prevention strategies.

Exposure to trauma and disaster can lead to emotional and behavioral issues for victims, survivors, relief workers and bystanders. The Trauma and Disaster Relief specialization prepares students to work with individuals who have witnessed natural disasters, accidents, abuse, physical injury, bullying, etc., and who are now grappling with how to cope or to integrate memories or feelings related to that experience.

PSY7101	Foundations for Doctoral Study in Psychology
PSY7102	Scholarly Writing and Professional Communication in Psychology
	Standard Curriculum Courses, if needed
PSY8110	Psychology of Violence

PSY7103	Research Methods
PSY8320	Psychology of Traumatic Violence
PSY7104	Statistics I
PSY8322	Disaster, Terrorism, and Mass Violence: Impacts on Mental Health
PSY7105	Tests and Measurements
PSY8323	Trauma-informed Assessments, Risk, and Diagnosis
PSY7107	Statistics II
PSY8324	Trauma-informed Interventions with Disaster and Trauma Survivors
PSY7106	Quantitative Research Design
PSY8325	Gender and Cultural Considerations in Disaster Trauma and Response

PSY7108	Qualitative Research Design
PSY7109	Planning Dissertation Research in Psychology
CMP9500P	Comprehensive Exam
DIS9501P	Dissertation Research *
DIS9502P	Dissertation Research *
DIS9503P	Dissertation Research *
DIS9504P	Dissertation Research *

*Dissertation Research – A minimum of four dissertation research courses must be completed in order to complete the program.

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Course Codes

NCU course codes include a course prefix and number. The course prefix identifies the content area of a course and the number identifies the course-level (e.g., Undergraduate, Master's, etc.). Courses in this catalog section are listed by School and content area in numerical order.

Example: The course prefix "ACC" indicates Accounting content

Course Numbering

Course numbering used at NCU is as follows:

Undergraduate	1000 to 4999
Master's	5000 to 6999; 5000-8 to 6999-8
Doctoral and Advance Studies Certificates	7000 to 8999; 7000-8 to 8999-9
Doctoral Dissertation Sequence	9000 to 9599; 9901A-C to 9904A-C

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.

ACC7000-8 - Advanced Managerial Accounting (3 sem. cr.; 8 wks)

This course focuses on formulating, evaluating and interpreting accounting information for managerial decision making. Topics covered include product costing, activity-based costing, profit planning, standard costing, flexible budgeting, target costing, cost-volume-profit analysis, cost management, and capital budgeting. Managerial accountants support management and often provide information needed to make business decisions. During this course students will identify, recognize, and develop an understanding of recent developments affecting the field of managerial accounting that have been especially driven by the impact of the globalization of business activities. Managerial accountants can no longer complete tasks the way they have always been done. Businesses need more accurate cost information if they are to compete effectively within the global economy.

ACC7010-8 - Advanced Accounting and Fraud Examination Techniques (3 sem. cr.; 8 wks)

This course examines the nature of fraud in a business setting. Topics explored include prevention, detection, and investigation, and the resolution of cases of fraud that may be found in the corporate world. The course will help differentiate types of fraud found in organizational management and consumer instances, as well as other possible fraudulent acts, and how to react to discovered fraud as an auditing interest. Delineation on how, why, and what to do when fraud is uncovered in a corporation will also be discussed.

ACC7015-8 - Advanced Forensic Accounting Theory and Practice (3 sem. cr.; 8 wks)

This course reviews the role of the forensic accountant in investigations and audits. Topics covered are: the legal environment, Sarbanes-Oxley Act Of 2002, audit and investigation, dispute resolution and litigation services, information security, financial statement, and tax fraud. Students will emerge from the course with an understanding of the roles of forensic accountants and familiarity with their tools and practices.

ACC7020-8 - Advanced Accounting for Non-Profit Organizations (3 sem. cr.; 8 wks)

This course provides an in-depth review of the accounting principles and practices used in not-for-profit organizations, with an emphasis on governmental accounting practices. The course also covers accounting principles and practices specific to hospitals, colleges and universities, health and welfare agencies, and similar organizations. Enabling practitioners to establish logical framework for understanding, analyzing and solving the accounting challenges of non-profit organizations is stressed.

ACC7025-8 - Advanced Tax Strategies (3 sem. cr.; 8 wks)

This course examines vital aspects of the U.S. federal tax system. It includes coverage of important tax concepts and principles, such as planning and compliance, individual income taxes, partnerships, corporate, estate and gift taxation, and trusts. Coverage of these concepts serves as a foundation for developing effective income tax strategies.

ACC7030-8 - Advanced Auditing Methods and Practice (3 sem. cr.; 8 wks)

This course examines auditing theory and the application of auditing standards and methods in practice settings. These include auditing and assurance services, audit planning, substantive testing, and internal control evaluation. The evidence and procedures used by external auditors and how they report on financial statements are also examined.

ACC7035-8 - Advanced Accounting Theory and Policy (3 sem. cr.; 8 wks)

This course focuses on the evaluation and analysis of accounting pronouncements, concepts, and standards as well as their impact on decision making. The scope of this course is much broader than other accounting classes, merging aspects of financial accounting, managerial accounting, and auditing into a single theoretical structure that is applicable to any issue in the field of accounting.

ACC7045-8 - Advanced Cost Accounting (3 sem. cr.; 8 wks)

This course provides an analysis of strategic cost management and focuses on measuring and managing costs in environments where real world economic decision making takes place based on accounting information. Topics covered include analyzing and managing costs, activity based management, process and cost allocation, planning, decision making, and evaluating performance.

ACC8010CAGS-8 - Advanced Accounting Capstone Project (3 sem. cr.; 8 wks)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the instructor. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments which will culminate into a final research project.

ACT4013-8 - Computerized Accounting (3 sem. cr.; 8 wks)

The student will be developing a sound basic knowledge of how computerized integrated accounting systems function to the extent that students will be prepared to work with any accounting software package using its reference manual as a guide to unique features. The basic principles of accounting will be implemented and applied for this course.

ACT4050-8 - Managerial Accounting (3 sem. cr.; 8 wks)

This course explores the nature of managerial accounting as it relates to decision-making. Concepts and systems are analyzed, including cost-volume-profit analysis, analysis of reporting and financial statements, performance evaluation, differential analysis and product pricing, capital investment analysis, budgeting, and Just-in-Time manufacturing.

CS4001-8 - Computer Operating Systems (3 sem. cr.; 8 wks)

This course provides a comprehensive introduction to the concepts underlying the architecture and usage of modern operating systems, including MS-DOS, Windows, Windows NT 4.0 Workstation, Windows 98, Windows 2000 Professional, Windows XP Professional, Understanding the Windows GUI, managing the local security in windows, Macintosh OS9 and OS X, and network server operating systems.

CS4006-8 - Professional and Technical Writing (3 sem. cr.; 8 wks)

This course is designed to help students develop their technical writing abilities to a professional level. Students will learn about audience considerations, style, drafting and revision techniques, how to work in a collaborative environment, and more. A variety of media and formats will be studied, including Web sites, emails, proposals, memos, and instructions.

CS4009-8 - The Internet (3 sem. cr.; 8 wks)

In this course, students will examine computer networking and the Internet from a non-technical perspective. The purpose of this course is to explain how computers communicate, what the Internet is, how the Internet works, and what the Internet offers in professional and personal settings. It is essential for those in the IT industry to have a thorough understanding of the Internet along with its many uses. At the end of this course, students will have the necessary information and tools to utilize the Internet for a wide variety of uses.

CS5003-8 - Computer Graphics (3 sem. cr.; 8 wks)

This course introduces students to the basic principles of Web graphics and Web design. The concepts are related to Web graphics, including basic graphic elements and principles of design and creative strategies for developing effective website graphics. These include graphic file formats, preparation of graphics for the Web, and site organization. Students will participate in the creation of a website, develop skills for the integration of graphics into Web pages and gain an understanding of the value of graphics as an Internet marketing element.

CS5005-8 - Database Management (3 sem. cr.; 8 wks)

This course focuses upon the architecture, technology, and implementation of databases. It is important to know how databases are organized and data extracted in order to make implementations perform the tasks for which they are intended. Technical issues such as concurrency control become very important to understand and be able to apply. The data model chosen as the basis for study is the relational model.

CS5013-8 - Programming Languages (3 sem. cr.; 8 wks)

This course is an introduction to the broad field of programming languages and provides a comprehensive introduction to the principles underlying the foundation of modern programming languages, including functional and object-oriented languages. It introduces implementation issues and covers C, C++, Java, Ada, ML, Haskell, Scheme, Prolog, and other languages. You will study material on implementation issues, the theoretical foundations of programming languages, and a large number of exercises. This course will bridge to similar courses and to the theoretical study of programming languages.

CS6010-8 - Applied Computer Science Research Project (3 sem. cr.; 8 wks)

In this course, students will be required to complete a set of progressive exercises regarding a specific subject area of Computer Science that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

CS7005-8 - Complex Database Management Systems (3 sem. cr.; 8 wks)

The database administration field continues to grow exponentially, requiring executives and workers to hold advanced knowledge regarding network architecture and current technologies. The Corporation Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the Information Technology field. This course analyzes network architecture and design, including such topics as WAN, LAN, Wireless, and other leading edge technologies in network architecture from an executive perspective, exploring emerging case study applications of contemporary database software applications. Students will be evaluated on technical research projects, and case studies applied in the business areas using database applications.

CS7009-8 - Advanced Topics in Management Information Systems (3 sem. cr.; 8 wks)

The Information Technology field continues to grow exponentially, requiring students to hold advanced knowledge of information technology and systems. The Management Information Systems discipline needs professionals familiar with where the field has been and where it is going. The purpose of this course is to explore advanced topics including concepts, applications, and future directions of Management Information Systems. Students will be evaluated on research projects and case studies.

CS7010-8 - Advanced Topics in Network Communications (3 sem. cr.; 8 wks)

The Information Technology (IT) field continues to grow exponentially, requiring candidates to hold advanced knowledge regarding contemporary applications of client server Web architecture. The Chief Information Officer (CIO) is an example of a new executive role that has emerged as a result of this growth, requiring specialized advanced education in the IT field. This course explores advanced topics in Network Architecture and Technology, including concepts, applications, and future directions regarding the development of networks for business systems. Students will be evaluated on final research projects, and case studies of businesses, performing an analysis against various Network Architecture and Technology topographies to maximize systems performances.

CS7014-8 - Software Engineering Fundamentals for Technology Leaders (3 sem. cr.; 8 wks)

In this course, students will recognize the importance of modeling associated with software development. As more businesses become electronic, the need for experienced software developers increases. Software engineers, system architects, computer programmers, and information technology programmers will benefit from this course by becoming familiar with the processes technology leaders use prior to the design and implementation stage of software development. Students will assume the roles of software engineers to give them the experience and confidence that is necessary to succeed in this field.

BTM7101-8 - Doctoral Studies in Business (3 sem. cr.; 8 wks)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Business. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

BTM7103-8– Research Design (3 sem. cr.; 8 wks)

In this course, the Student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are critical resources throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

BTM7104-8 – Statistics I (3 sem. cr.; 8 wks)

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the Student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

BTM7106-8 – Quantitative Research Design (3 sem. cr.; 8 wks)

Prerequisites: BTM7102, BTM7104

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

BTM7108-8 – Qualitative Research Design (3 sem. cr.; 8 wks)

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BTM7109-8– Planning Dissertation Research in Business(3 sem. cr.; 8 wks)

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.

BTM7300 – Scholarly Literature Review (3 sem. cr.; 12 wks)

This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to (a) conduct effective literature searches, specifically in preparation for the dissertation, (b) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, and (c) critically review and write about underlying theory/conceptual frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation.

BTM7303 – Research Methods (3 sem. cr.; 12 wks)

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data. You will also identify what criteria are needed for a quality research project and whether a research study is aligned and cohesive. These topics and others will be examined with the goal of enhancing your independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

BTM8103-8– Research Design (3 sem. cr.; 8 wks)

In this course, the Student acquires the basic skills necessary for the interpretation and application of quantitative, qualitative, and mixed methods research. The student will examine the formal research process carefully, with an emphasis on practical applications and skill development. Critical concepts and principles intrinsic to research paradigms, study designs, and methods of inquiry are presented to empower the student's ability to formulate and respond to research questions. The resources listed below from the Northcentral University Dissertation Center are critical resources

throughout the whole research process – students are highly encouraged to become deeply familiar with the resources from the Northcentral University Dissertation Center.

BTM8104-8– Statistics I (3 sem. cr.; 8 wks)

This course provides an introductory exploration of statistics for the doctoral student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the Student understand statistical methodology used in education, and also more generally, developing a working knowledge of statistical usage in everyday life.

BTM8106-8– Quantitative Research Design (3 sem. cr.; 8 wks)

Prerequisites: BTM8102-8, BTM8104-8

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies, and interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

BTM8107-8– Statistics II (3 sem. cr.; 8 wks)

This course is an advanced examination of statistical analyses commonly used for research in business. It prepares the doctoral student with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic), basic ANOVA and advanced ANOVA techniques.

BTM8108-8– Qualitative Research Design (3 sem. cr.; 8 wks)

This course is an examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

BTM8109-8– Planning Dissertation Research in Business (3 sem. cr.; 8 wks)

Students in this course will begin the process of writing a dissertation for a research or professional doctorate. The course will address the University dissertation process and aids to successfully complete a dissertation, including self-care and time management.

BUS3001-8 - Basic Business Law (3 sem. cr.; 8 wks)

This course will familiarize students with basic legal principles that affect the everyday procedures in business. The student will understand legal principles in everyday life by utilizing the practical knowledge learned. The student will be introduced to the laws of contracts as the foundation for the legal regulation of business.

BUS3003-8 - Computer Information Systems (3 sem. cr.; 8 wks)

This course provides an overview of the scope and capabilities of computer information systems in today's digital environment. Upon completion of this course students will have gained a thorough understanding of the various hardware, software, and data communication components, including terminology, applied function, and performance aspects of information technology. This course also explores current trends and future directions and advancements involving information technology.

BUS3004-8 - Economics (3 sem. cr.; 8 wks)

To understand business functions, it is important to understand the micro-economic organization (the business) operating within a larger macro-economic system (the economy). This course examines economic theory as it relates to pricing and supply and demand. Also, the course covers money and banking as well as production, income, and employment.

BUS4000-8 - Essentials of Marketing (3 sem. cr.; 8 wks)

Marketing is the core of business operations. It is an organizational philosophy and a set of guiding principles for interacting with customers, competitors, collaborators, and the environment. Students in this course will examine the concepts and models of pricing, promotion, and distribution of ideas, goods, and services, customer targets, marketing strategies and implementation programs that satisfies consumers' needs. Students will build a foundation in the skills required by business to produce and market a product or service.

BUS4001-8 - Small Business Management (3 sem. cr.; 8 wks)

This course introduces small business management and the multitudes of management skills required for successful operation. Small businesses are unique because they contain most of the elements found in large corporations, yet they have additional characteristics and peculiarities, advantages and disadvantages. Over 80% of all businesses are classified as small businesses. Small business management requires a person who is a generalist and a specialist, an innovator and a stabilizer. The small business manager can be expected to have knowledge of all aspects – internal and external – of the business.

BUS4002-8 - Essentials of Human Resources Management (3 sem. cr.; 8 wks)

The single most important resource in any organization is the people: the human resource (HR). This course focuses on the principles, policies, and practices related to the procurement, development, maintenance, and, utilization of human resources. Students will examine environmental planning influences, legislation influencing human resource management (HRM), job specification methods, and recruiting policies.

BUS4003-8 - Money, Banking and Business Finance 3 sem. cr.; 8 wks)

This course begins with an examination of the financial system. Central to the financial system is the banking system, which accepts deposits from savers and in turn creates loans for borrowers. The borrowers fuel our economy as the financial capital supports real investment in support of business activity. Students in this course will examine the valuation of two important types of financial securities - bonds and stocks. These securities are long-term in nature with the issuing party selling the securities to raise financial capital. Students will study the different types of financial statement data and the related analysis that guides business managers.

BUS4004-8 - Supervisory Management (3 sem. cr.; 8 wks)

Supervision differs from management, which may be several levels of organization removed from the day-to-day task being done. Supervision is the one-on-one interaction between the supervisor who is directing the activity and the one who is responsible for doing the activity. Supervision is the art of getting things done by working with and through people at the level of specific tasks. In this course, students are provided knowledge on supervisory managerial skills, leadership qualities, communication, employee motivation, recruitment, and employee performance maximization. Students are provided opportunities to examine strategies and philosophies through readings and assignment preparation, and practical examinations of supervisory approaches based upon respected practitioners. .

BUS4005-8 - Career Management and Personal Marketing (3 sem. cr.; 8 wks)

This course covers career planning, self-assessment, career exploration, and career decision-making as well as résumé and cover letter preparation. The job search process is viewed from the perspective of determining the job market and researching prospective employers. The concepts of building a system that works, developing sound a strategy, creating effective collateral, and using targeted methods and tools to get the interview are introduced using a job manual to build accretive demand for the student's skills and abilities. The course extends across several critical methods for successful job searches including resume building, targeting, job sources, and cover letter.

BUS4007-8 - Retail Management (3 sem. cr.; 8 wks)

Retailing is merchandising to the general public. Retail Management involves operations, merchandise development, product management, and superior supply chain delivery. The Retail Management course examines organizational hierarchy, managerial

tools, processes, and methods of product distribution from producer to consumer through the retail establishment. The course comprises a thorough review of the latest techniques in retail management including analytical tools for merchandising, site selection, and all phases of store operations and planning. Concepts cover buying behaviors, retail strategies, planning, legal ethical implications, and operation processes.

BUS4008-8 - Sales (3 sem. cr.; 8 wks)

Effective selling demands knowledge not only of the business product or service, but also the techniques of dealing with the customer's needs and wants and overcoming objections. Effective selling focuses on the customer's perceived product value and customer need satisfaction. Concepts covered in this course include ethical behavior, sales psychology, buying behavior, prospecting new customers, sales proposals and presentations, and sales analysis processes.

BUS4009-8 - Administrative Office Management (3 sem. cr.; 8 wks)

The function and roles of organizations, and how they conduct business, and the relationships among the various subsystems are examined in this course. Organization Management has so many parts which must run smoothly to be successful. Some of these parts are the leadership team, managers, and employees, outside stakeholders, organizational vision, and mission statements. Leaders of organizations are likened to captains who steer their organizations through the business environment. Their successes hinge on how well they lead and manage. These views are discussed in the course.

BUS4010-8 - Manufacturing Systems (3 sem. cr.; 8 wks)

A major portion of organized human effort is devoted to transforming material into useful products through systems of manufacturing. This course examines how manufacturing and the production of goods is accomplished.

BUS4019-8 - Ethics in Business (3 sem. cr.; 8 wks)

Ethics and social responsibility are terms frequently applied to business practices that deal with all enterprise stakeholders' moral behavior. This course explores the responsibilities of a business, and the individuals within the business and their ethical responsibilities. The course reviews ethical business issues as applied to global, governmental, environmental, and personal rights. Ethics in Business investigates how business ethics affect the employee, firm, consumer, and society.

BUS4020-8 - The Dimensions of Global Business (3 sem. cr.; 8 wks)

This course involves the study of international commerce, trade and worldwide cultural and economic influences. Students will delve into the many facets of the international

business environment. The concepts pursued in the course will be the foundation for understanding business in the global marketplace. Course concepts will cover global strategy, comparative country selection, operations, finance, trade, marketing, supply chain management and new global challenges.

BUS4025-8 - Introduction to Basic Statistical Analysis (3 sem. cr.; 8 wks)

This undergraduate level course addresses statistical techniques that may be useful for analyzing quantitative data in business practice. Students will also become familiar with setting up and using technology tools to conduct statistical analysis. Topics include Descriptive Statistics, one and two sample Hypothesis Testing, Probability, Correlation and Regression, and Nonparametric Techniques.

CIS5000-8 - Introduction to Computer Security (3 sem. cr.; 8 wks)

The purpose of this course is to introduce the fundamentals of computer and network security administration. This is required as the first specialization course for computer and information security students. This requirement is waived for students holding a current valid CISSP credential. Students evaluate and apply security considerations and scenarios in each of the ten security domains embodied in the Certified Information Systems Security Professional (CISSP) and complete practice exams in each of these areas. Students will complete an exam simulation of the full CISSP certification exam as the capstone activity for the course.

CIS5002-8 - Corporate Computer and Network Security (3 sem. cr.; 8 wks)

This course presents a framework about security threats and security management in corporations. It covers the techniques and mechanisms designed to thwart security threats as well as known methods for exploiting vulnerabilities. Concentration will be placed on the management of the security functions, elements of cryptography and cryptographic systems, access control and site security, incident and disaster response, TCP/IP and how hackers use it to attack organizations, attack methods, attack prevention systems (firewalls and host security), and application security.

CIS5003-8 - Cyber Forensics: Collecting, Examining, and Preserving Evidence of Computer and Information Crimes (3 sem. cr.; 8 wks)

The purpose of this course is to provide a comprehensive, highly usable, and clearly organized approach to the issues, tools, and control techniques needed to successfully investigate illegal activities perpetuated through the use of information technology. It introduces the student to the broad field of cyber forensics and presents the various tools and techniques designed to maintain control over an organization. The students will acquire the ability to identify, gather, document, and preserve evidence of electronic tampering and misuse. The student will create appropriate audit procedures and help the professional protect corporate assets.

CIS5004-8 - Introduction to systems Certification and Accreditation (3 sem. cr.; 8 wks)

This course provides guidance on principles that must exist in order to establish and maintain a certification and accreditation program. Students will explore the required processes for accreditation and certification programs including project planning, system inventory, system security plans, risk assessment, security procedures, certification testing, documentation of accreditation decisions, and coordination of security for interconnected systems. The course will also provide the student with a more thorough understanding of what a complete certification and accreditation

program can do to benefit an organization. A framework for a systems certification and accreditation program will be developed.

CIS5005-8 - Cyber terrorism, Information Warfare, and Critical Infrastructure Protection (3 sem. cr.; 8 wks)

In this course, students will examine the basics of Information warfare. the U.S. economy's infrastructure increasingly relies on its service and high technology sectors. This critical infrastructure is vulnerable to a host of threats. Cyber terrorism is an emerging mode of information warfare exploiting civilian and military systems' vulnerabilities thereby affecting national and global security. This course examines the dangers of, and U.S. response to, cyber terrorism.

CIS5008 - Risk Management in Information Assurance and Security (3 sem. cr.; 8 wks)

The challenges associated with assessing and implementing computer security is an ongoing issue. In this course, an overview of the subject of information technology system security will be presented to discover how to effectively assess and implement security in information technology by abiding by a structured and information-centric process. The student will examine the nature of risk and its application to information system security, threats, and vulnerabilities and assessing risk variables. Information states, the security life cycle, and safeguard analysis will also be covered. In addition, the CIA (confidentiality, integrity and availability) model, as a central mechanism to protect information, will be explored in real world settings.

CIS5009-8 - Legal and Ethical Issues in Information Security (3 sem. cr.; 8 wks)

The course provides an overview of ethics and how ethics affect IT professionals and IT users. Students study how IT professionals and IT users are faced with ethical decisions regarding IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property and employer and employees issues including the key ethical issues associated with the use of contingent works.

CIS5010-8 - Contingency Planning and Disaster Recovery for the Security Professional (3 sem. cr.; 8 wks)

The course provides a thorough strategy to guide students with the background knowledge and skills they need to develop effective disaster prevention and recovery plans and processes in a professional setting. Students will be able to demonstrate the basic principles of disaster recovery, data recovery, contingency planning, and maintenance planning.

CIS6010-8 - Computer Information and Security Research Project (3 sem. cr.; 8 wks)

This course requires the student to complete a set of progressive exercises regarding Computer Information Security that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in Computer Information Security.

CIS7002-8 - Organizations Corporate Computer and Network Security (3 sem. cr.; 8 wks)

In this course, students are introduced to critical security concepts that organizational executives need to understand. Students will examine vulnerabilities such as sabotage, financial fraud, electronic attacks, blended attacks, and other malicious activity that must be understood for policy to be developed to minimize these attacks. In addition, students in this course will review countermeasures, such as access controls and biometrics, and finally develop a security plan to protect the organization.

CIS7003-8 - Cyber Forensics (3 sem. cr.; 8 wks)

In this course, students will be introduced to the field of advanced cyber forensics. Students will review various tools, techniques, and steps needed for a successful forensic investigation. In addition, students will examine various legal regulations that impact the collection of data, the importance of federal rules of evidence, and the critical requirement of evidence admissibility in a court of law.

CIS7005-8 - Critical Infrastructure Protection, Information Warfare, and Cyber Terrorism (3 sem. cr.; 8 wks)

In this course, students will examine critical infrastructure protection, Information warfare, cyber terrorism, and evolving U.S. policy response to attacks. The primary focus is Cyber terrorism which is an emerging mode of information warfare that exploits civilian and military systems' inherent vulnerabilities. Cyber terrorism's broad reach affects national and global security. This course will focus on the human and technological aspects of cyber terrorism.

CIS7006-8 - Foundations of Computer Network Auditing (3 sem. cr.; 8 wks)

This course will enable students to analyze the foundations of Information Technology (IT) auditing and control. Students will evaluate the role of IT governance and how it may apply to new and existing systems. This course will help Students to understand application system life cycle risks, analyze auditing of global IT operations, and assess the legal environment and how organizations conduct due care and follow best practices when auditing IT systems.

CIS7007-8 - Information Security and Outsourcing Computer Systems (3 sem. cr.; 8 wks)

In this course, students evaluate the risks related to information technology(IT) outsourcing, exploring how to recognize, examine, minimize, and manage these risks. The costs and benefits in the areas of IT today, namely outsourcing and security will be examined. students will be able to successfully analyze the tangible and intangible costs and benefits associated with outsourcing and off shoring IT and Information Security functions, which will in turn assist in making business and technical decisions.

CIS7008-8 - Advanced Risk Management in Information Assurance and Security (3 sem. cr.; 8 wks)

Students in this course will review information assurance and security concepts that impact the information technology (IT) industry as whole. The challenges associated with assessing and implementing computer security are a global issue. In this course, an overview of the subject of information technology system security will be presented including the nature of risk and its application to information system security, threats, and vulnerabilities. The student will be required to strive for the highest levels of knowledge in the field of risk management and information assurance.

CIS7009-8 - Information Assurance from Legal and Ethical Issues (3 sem. cr.; 8 wks)

This course will review information assurance concepts from both legal and ethical viewpoints and how they impact Information Technology (IT) professionals. Students will carefully examine how IT professionals utilize ethical decision making techniques with regards to IT security, common types of computer security attacks, privacy protection, the impact of IT on the quality of life, freedom of expression, intellectual property, employer and employee relations, and other key ethical issues.

CIS7010-8 - Disaster Recovery and Contingency Planning for the Security Professional (3 sem. cr.; 8 wks)

The attacks that occurred on September 11, 2001 (9/11) brought organizational disaster recovery strategy into the spotlight. This course provides students with the background knowledge and skills they need to develop effective disaster prevention and recovery capabilities in various organizations. Students will be able to demonstrate an understanding of the principles of disaster recovery planning for physical security consideration, host applications, and network security measures.

CJ5002-8 - Juvenile Offender (3 sem. cr.; 8 wks)

This course introduces the history of adolescence, delinquency and the U.S. juvenile justice system. Philosophies such as *parens patriae* and multiple theories on the causes of juvenile justice will be evaluated. Students will assess rules of law, police, court, and correction issues related to youth offenders. Additional topics include abuse of drugs, gang activity, gender, family, schools and delinquency. International approaches to Juvenile will be evaluated.

CJ5004-8 - Organized Crime (3 sem. cr.; 8 wks)

This course is an in depth study of organized crime in the United States concentrating on family structure, the sources of revenue and investments, and the role of the legal system in organized crime control. Focus is placed on the symptoms of organized crime; political influences in organized crime enforcement; organized crimes relationship to drug traffic, prostitution, business transactions, militant groups, and gambling.

CJ5006-8 - Drugs, Values and Society (3 sem. cr.; 8 wks)

Students in this course will examine the nature and extent of criminal and non-criminal drug abuse, as well as the causes and prevention. Particular attention will be given to the sociological aspects of values and the effects of drugs in our society. We will examine drug abuse as both a social problem and a law enforcement issue. In addition to the sociological aspects of drug abuse, we will examine drug enforcement and narcotics control investigative tactics and techniques.

CJ5007-8 - Current Issues in Law Enforcement (3 sem. cr.; 8 wks)

This course provides students with the opportunity to investigate the issues facing the leadership of the nations' local, state and federal law enforcement agencies. Major problems such as drug enforcement, organized crime, white collar crime, and the war on terrorism and cooperation among law enforcement, first responder and health officials provide the core focus of student efforts.

CJ5011-8 - Survey of Forensic Sciences (3 sem. cr.; 8 wks)

In this course the students will learn about the historical development of forensic science, and the application of different forensic disciplines in criminal investigations. The categories of physical evidence and the scientific method will be explored. Students will learn the basics of processing a crime scene. DNA and Forensic serology, fingerprints, firearm examination and ballistics, tool mark impression, shoe and tire impressions, as well as fire and explosive investigations will be introduced. Crime scene reconstruction with bloodstain pattern analysis and a look into computer forensics and

mobile device forensics will be presented.

CJ5101-8 - Welcome to Introduction to Criminal Justice (3 sem. cr.; 8 wks)

In this course, students will explore the different components of the criminal justice system in the United States. Through a legal, criminological, historical, and societal perspective, the foundations of crime and justice, police, courts, corrections, and juvenile justice will be evaluated. Special attention will be given to police, court, and corrections from arrest to conviction. Students will examine concepts of ethics and discuss current issues in the criminal justice system. Integration of technology such as databases and the use of technology in policing and corrections will be studied.

CJ6010-8 - Criminal Justice Research Project (3 sem. cr.; 8 wks)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Criminal Justice that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

CJ7002-8 - Delinquency and Criminal Justice (3 sem. cr.; 8 wks)

In past years the Justice Department has reported a significant increase in violence among teenagers and other youths. This increase appears to have contributed to a nationwide crime spike. The Justice Department has highlighted gangs and gun violence as primary factors affecting the rise in crime. This course examines the causes of this increase in juvenile delinquency including social, economic, and cultural factors. Students will explore national strategies to address this issue, their effectiveness and future application.

CJ7006-8 - Illegal Maritime Narcotics and Migrant Smuggling (3 sem. cr.; 8 wks)

For centuries the maritime realm has been used by smugglers, fishermen, pirates and others engaged in illegal activity. Despite increased security efforts, maritime threats and vulnerability remain sources of concern for the world's Maritime Transportation System. This course explores the issues of illegal narcotic and migrant smuggling as they relate to the maritime environment.

CJ7009 - Institutional Corrections (3 sem. cr.; 8 wks)

This course will examine, in depth, the state of the American Penal System from minimum security "work camps", which are free of guard towers, search lights and fences to the nation's most famous maximum security prison Super Max. The course begins with a history of jails in America and follows their development to the modern era. Students will also be required to evaluate the current institutional state of the correction system in the United States.

CJ7010-8 - Effective Police Tactics, Techniques and Methodologies (3 sem. cr.; 8 wks)

This course will examine police tactics, techniques and methodologies exposing the student to best practices including evidence collection, agency collaboration and jurisdictional requirements. The student will develop a keen understanding of the latest techniques and technologies that may be employed in a criminal investigation as well as the research and development techniques used to generate new tactics and methodologies with a primary focus on forensic science.

CJ7011-8 - Ethics and Criminal Justice (3 sem. cr.; 8 wks)

This course provides a comprehensive review of how ethics and critical thinking play a role in policing and administrative management of law enforcement. The ethical challenges faced by police officers at various levels of command and the systems in place to prevent unethical practices by law enforcement will be explored. Special attention will likewise be given to workplace stress. A review of crime scene investigation, evidence handling, and police officer testimony in court will also be addressed in this course.

CJ8010CAGS-8 - Criminal Justice Capstone Project (3 sem. cr.; 8 wks)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the instructor. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments which will culminate into a final research project.

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CMP9400B - Doctoral Comprehensive Examination-Business (DBA) (3 sem. cr.; 12 wks)

Prerequisites: Completion of all graduate coursework required for the Ph.D. or D.B.A. degree.

In their pursuit of any doctoral degree (Ph.D., D.B.A., or Ed.D.) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any DIS courses. The course is twelve weeks; however, the exam portion must be completed within the first 70 days of the course.

CMP9500B - Doctoral Comprehensive Examination- Business (PhD, PhD-OL) (3 sem. cr.; 12 wks)

Prerequisites: Completion of all graduate coursework required for the Ph.D. or D.B.A. degree.

In their pursuit of any doctoral degree (Ph.D., PhD-OL, D.B.A., or Ed.D.) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any DIS courses. The course is twelve weeks; however, the exam portion must be completed within the first 70 days of the course.

DIS9401B - DIS9440B Professional Doctorate (DBA) (12 credits minimum) (3 sem. cr.; 12 wks)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral

University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9501B - DIS9540B PHD Degree (PHD) (12 credits minimum) (3 sem. cr.; 12 wks)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once a month. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

ENT5000-8 Innovation – The Entrepreneur and Intrapreneur (3 sem. cr.; 8 wks)

This is the initial course in the entrepreneurship specialization and serves as the prerequisite for all future courses within the specialization. Prior to the start of this course, it is recommended that students enter the course with a well thought out product or service venture. Students will explore many facets of the potential venture to include new venture feasibility, an analysis of strengths, weaknesses, opportunities and threats (SWOT), and identification of potential investors to determine if the new venture is needed within the marketplace.

ENT5001-8 – Strategic Market Assessments (3 sem. cr.; 8 wks)

In this course, students will learn how to identify and analyze the various governmental, business and political challenges and opportunities that exist when operating within emerging national and international markets. The roles of history and tradition are also explored in light of their potential impact on various emerging market economies. The course will require the student to delve into advanced exploration of current topics, marketing of innovations and early stage technologies, the entrepreneurial dimensions of market research and analysis, intellectual property protection and management, and other potential new market plan related topics.

ENT5002-8 – New Venture Formation (3 sem. cr.; 8 wks)

The formation of a new venture is an evolutionary process which requires research, analysis, assessment, and reevaluation of a new product or service in a competitive environment. Students will assess various leadership styles and how the styles might enhance venture performance. Students will examine the many business models available and determine how the models may possibly be incorporated into the new venture plan. A cursory analysis of personnel to define needs for skill types and sets will also be performed. Students will evaluate funding and financing options as well as market strategies based on an initial competitive analysis of the marketplace. At the conclusion of the course, students will have completed steps to solidify and clarify their new venture plan through research and analysis.

ENT5003-8 – Venture Capital and Private Equity (3 sem. cr.; 8 wks)

Students will develop a plan to research, identify, and acquire the financial resources required for successful funding of the new venture. Funding the new venture will require students to examine business valuation, deal development, debt planning and structure, and the acquisition of venture capital from government agencies (Small Business Administration for example) or interested investors. A clear and succinct plan for funding the new business venture will be paramount to the successful acceptance of the new venture business plan by interested parties such as investors, stakeholders, bankers, or

angel funds. Upon completion of the course, students will have a detailed financial plan that can be presented to investors and other interested parties.

ENT5004-8 Sustainable Business Practices (3 sem. cr.; 8 wks)

The goal of this course is to explore how the product or service will be effectively integrated into business activities to ensure that the venture is viable and sustainable in the marketplace. Depending on the product or service, students will have to identify any sustainability issues and evaluate if the process required for supporting the product or service is truly sustainable. Future success will depend on the overall sustainability of the venture processes that will support the new product or service. The course will also require students to examine social responsibility and the impact the new product or service may have on the environment, both today and in the future.

ENT5005-8 – New Venture Business Plan Creation (3 sem. cr.; 8 wks)

Students will finalize and complete a new venture business plan that has been the focus of the four prior entrepreneur/intrapreneur specialization courses. At the conclusion of this course, students will have reviewed and finalized all applicable research, preparation, and analysis that was required in the previous courses. The final deliverable is a business plan and investor presentation for a startup business concept. The business plan should be of final form in which it is presentable for interested investors, stakeholders, or other interested parties.

FIN5012-8 - Corporate Finance (3 sem. cr.; 8 wks)

This course examines the most important components of corporate finance. The course starts with an examination of the financial statements and the related financial ratios. The financial statements include the balance sheet and the income statement while the financial ratios make use of financial statement metrics to assess such issues as profitability, short term solvency, management of current accounts and debt structure choices. The course then studies some fundamental concepts on using present value and future value to solve business and personal financial problems. The differences between debt and equity securities are examined including the important role of interest rates in valuing debt securities, i.e. government and corporate bond values. This course will examine the benefits and costs of employing debt versus equity with the objective to maximize the value of the firm.

FIN5013-8 - Investment Management (3 sem. cr.; 8 wks)

In this course, students will examine the theoretical and technical concepts associated with investing in marketable securities. Optional security investments are assessed with an analysis of the historical risk and return structure for these securities. The Efficient Market Hypothesis is studied which in turn leads to the examination of important valuation models - the Capital Asset Pricing Model and the Arbitrage Pricing Theory. The course further includes an analysis for fixed income security investing with an important emphasis on interest rate risk for these securities. Moreover, the course includes the use of derivative securities such as futures, forward contracts, options and swaps. A framework for making intelligent investment decisions and achieving successful investment results is developed.

FIN5014-8 - Financial Institutions (3 sem. cr.; 8 wks)

This course takes a broad approach in studying financial institutions such as commercial banks, savings and loan associations, investment banks and insurance companies. The central theme involves examining the risks facing financial institutions and the methods and markets through which these risks are managed.

FIN5015-8 - Financial Statement Analysis (3 sem. cr.; 8 wks)

This course provides a broad coverage of topics related to financial statements and the financial analyses that emerge from these statements. We begin by reviewing some basic reporting requirements and the introduction of the fundamental accounting statements. We then cover an important topic on common size financial statements which allow for an analysis that controls for size differences across time and across firms. Financial ratio analysis is a further important concept that we explore in detail with

attention given to the investors' perspective in using these ratios. The course finishes by studying some special industries, government and non-profit organizations.

FIN5016-8 - International Finance (3 sem. cr.; 8 wks)

This course contains corporate international finance concepts. The international environment is a collection of nations with their own currencies and laws but united by some of the fundamental benefits of specialization and trade as a source of wealth creation. Each country has some comparative advantages in trade and through foreign investment. The financial exchange markets involve the trading of one currency for another. Students will evaluate the foreign exchange market. Students will also assess the capital budgeting process in a global environment and assess multinational operational issues.

FIN5018-8 - Accounting for Non-Profit Organizations (3 sem. cr.; 8 wks)

This course provides a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental accounting practices. Students will also examine accounting principles and practices for hospitals, colleges and universities, health and welfare agencies, and other similar organizations. A logical framework for understanding and solving the accounting-related problems of nonprofit organizations is emphasized.

FIN6010-8 - Financial Management Research Project (3 sem. cr.; 8 wks)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Financial Management that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

FIN7012-8 - Advanced Corporate Finance (3 sem. cr.; 8 wks)

This course examines advanced components of corporate finance, with an emphasis on theories that shape the decision-making process. Students will analyze important interest rate theories and a theoretical model of the relationship between risk and return, as well as the drivers to the valuation of corporate securities. The student will learn about the capital budgeting process and the theories of capital structure. Toward the end of the course, students will shift their focus to short term assets management topics, in order to better assess the importance of managing working capital.

FIN7013-8 - Investment Portfolio Analysis (3 sem. cr.; 8 wks)

This course examines the advanced components of investments with an emphasis on financial markets and pricing models. This course will help students gain financial knowledge that can be used to make sound investment decisions. Shareholders, stakeholders, financial managers, and investors will be able to further identify key sources of funding to grow their business or gain a greater return on investments.

FIN7014-8 - Managing Financial Institutions (3 sem. cr.; 8 wks)

This course examines the most important advanced components of financial institutions with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student is required to develop some in-depth papers on the primary academic topics within financial institutions. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the financial system and financial institutions. It continues with an examination of financial statements for financial institutions. It provides a careful examination of interest rate risk and credit risk. Next the course studies derivative securities for financial institutions. The course finishes with a thorough examination of an academic paper and then the development of a presentation on financial institutions.

FIN7015-8 - Advanced Financial Statement Analysis (3 sem. cr.; 8 wks)

The student will examine the most important advanced components of financial statement analysis with an emphasis on topics more closely related to academic research. The course includes an examination of advanced content as well as relevant academic papers. The student will be required to develop some in-depth papers on the primary academic topics within financial statement analysis. Moreover, the student will be reviewing and assessing relevant academic papers to better prepare the student to potentially write papers within this area of finance. The course begins with an analysis of the balance sheet and income statement. It continues with an examination of financial ratios. It provides a careful examination of a common size statement. The course studies the decomposition analysis and the impacts of financial leverage.

FIN7016-8 - Financial Management for International Business (3 sem. cr.; 8 wks)

In This Doctoral level course students will examine advanced components of international finance. The topic areas of The course include the international monetary system, the balance of payments, the foreign exchange market, the risk exposures to foreign exchange, the use of derivatives to hedge exposures to foreign exchange, the global funding of equity and debt, the project assessment of a corporate investment into a foreign country and the working management issues for a multinational company. Overall, students in this course are offered a thorough examination of both practical and academic analyses related to multinational business finance.

FIN7018-8 - Accounting and Control for Nonprofit Organizations (3 sem. cr.; 8 wks)

This course is important for the advanced financial and accounting professional to better understand the planning and control systems within nonprofit organizations. In This course, students are provided a complete review of the accounting principles and practices used in Not-for-Profit organizations with a heavy focus on governmental accounting practices. The course materials on accounting principles and practices can be applied to hospitals, colleges and universities, health and welfare agencies, and other similar organizations. The course includes topics on appropriations, budgetary accounting, financial conditions, auditing, fund accounting, and ethics. The course assessments include cases, problem solving, and written research narratives.

FIN8010CAGS-8 - Financial Management Capstone Project (3 sem. cr.; 8 wks)

The student will develop a comprehensive research project that seeks to create a unique solution to a stated, real, or hypothetical defined topic approved by the course instructor. Within the area of financial management, this research project could be a capital investment where the objective is to replace existing machinery with more efficient equipment, or it could be expansionary in nature with the objective being to add a plant and equipment for growth. The topics could also touch on such issues as alternative financing between debt and equity, alternative financing between short term debt, inventory management, accounts receivable management, compensation structures, corporate governance, and alternatives for creation of equity valuation.

RC5000-8 - Introduction to Academic Writing (3 sem. cr.; 8 wks)

The purpose of this course is to introduce international graduate students to the Northcentral University Academic Writing Process through a series of discussions and assignments that lead graduate students through invention and prewriting, drafting, and revising. This course culminates in a portfolio presentation that charts the graduate student's Academic Writing Process and identifies areas in need of further growth and attention. This course emphasizes the practice and development of English idiomatic phrasing.

RC5001-8 - Graduate Writing Review (3 sem. cr.; 8 wks)

The purpose of this graduate-level course is to introduce Graduate students to the Northcentral University Research and Writing Process. This course contains a series of discussions and assignments that lead students through all aspects of research and evaluation, prewriting, drafting, and revising. This course focuses on academic discourse and style. This course culminates in a portfolio presentation of the student's Academic Research and Writing Processes.

HCA5012-8 - Health Care Financial Management (3 sem. cr.; 8 wks)

This course presents an in-depth review of the budget formulation process specific to health care delivery systems. Students will explore various funding sources and payment methods. Most managers are limited in terms of direct budget responsibility to working with a specialist with a full range of technical competencies. This usually means that the finance section is directed or managed by a CPA or fiscal specialist. One must still develop a competent understanding of the budget process and of the system of financial management utilized by a specific organization. In today's health care world, one needs to know how to maximize health care revenues from both private and public sources, work in a cost efficient and cost effective manner, and be knowledgeable of accounting standards to demonstrate both financial accountability and compliance with applicable standards.

HCA5013-8 - Health Care Legal and Ethical Issues (3 sem. cr.; 8 wks)

Students in this course will critically examine some of the legal and ethical issues affecting health care in America. The course includes an introduction and overview of key legal concepts and the exploration of selected issues including: Financing Indigent Care, Patient Rights, Informed Consent/Refusal of treatment, Tort Reform, End-of-Life Decision Making, Termination of Life Support, Do Not Resuscitate Orders, and Patient and Provider Relations. Upon completion, students will have an enhanced understanding regarding the relationship between law and ethics as they relate to the complex world of health care.

HCA5014-8 - Health Care Policy Analysis and Development (3 sem. cr.; 8 wks)

This course provides the student with an overview of the factors which govern and impact the development of health care policy in the United States. The student will learn how current and changing policies help shape the organizational structure of our health care system. The effectiveness of our healthcare system and the unequal application of healthcare across different populations will be reviewed and discussed.

HCA5015-8 - Health Care Administration Principles and Practices (3 sem. cr.; 8 wks)

The course focuses on development of the skills necessary to administer a modern complex multi-faceted health care delivery system. The course will cover management theory and models, motivational theory, goal setting, organizational theory, and development of an effective management approach to resolve problems associated with administering a health care delivery system.

HCA5017-8 - Total Quality Management in Health Care (3 sem. cr.; 8 wks)

This course is designed to provide students the competence to identify the principles associated with Total Quality Management, Continuous Quality Improvement (CQI), Quality Assurance (QA), and Quality Control (QC). Students will learn the history and evolution of the quality movement in terms of theories, models, principles, and processes. This course also will facilitate the student's ability to identify and solve quality problems found in all sectors within the healthcare organization through the application of all CQI tools, techniques, and current models. In addition, students will learn the differences between two highly regarded accrediting agencies, The Joint Commission (TJC) and the Baldrige National Quality Program (BNQP). Finally, students will learn how to identify process problems, collect data for process improvement, and propose improvements to the process.

HCA5021-8 - Comparative Health Care Systems (3 sem. cr.; 8 wks)

Students will evaluate key population challenges affecting modern societies in the developed and developing world by examining the health systems of 17 countries. Using a consistent framework, a comparison of each country's history, geography, government, and economy, as well as a detailed analysis of the country's healthcare system facilities, workforce, technology, cost, quality, and access, will be explored. Examples of challenges studied include: relations between population, growth, and the environment; population growth and socioeconomic development; and population and maturation of new diseases. Emerging issues in global healthcare are also explored.

HCA6010-8 - Health Care Administration Research Project (3 sem. cr.; 8 wks)

The student will conduct a research study of a topic within the academic discipline of Health Care Administration and document the results in a formal project report. The student will demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, recommend a strategic plan, organizational objectives, regulations, ethics, and threats and opportunities that can be used to make health care more efficient.

HCA7012-8 - Health Care Industry and Financial Management (3 sem. cr.; 8 wks)

This course is an application of financial management techniques for decision making by health care professionals. This course is designed to prepare students for supervisory and management roles. Course objectives are to understand the underlying importance of the capital management cycle, financial credit analysis, budgeting and debt processes, financial management leadership and planning, and best practices in capital allocation, debt vehicles, and effective financial management. Students will focus on developing an enhanced level of understanding of what it takes to lead healthcare organizations through tough financial times. Mastery of course concepts requires a demonstration of critical thinking and communication skills.

HCA7013-8 - Legal and Ethical Issues in Health Care Research Management (3 sem. cr.; 8 wks)

This course focuses on research management and associated ethics within the health care industry on a comprehensive level. The topics covered reflect areas of greatest concern in research. These include the protection of human subjects, authorship, data integrity, intellectual property, and the use of animal models, among others. Individuals employed in healthcare administration need to be aware of the ethical aspects of research at least at a high level, due to the potential of research being conducted in their organization.

HCA7014-8 - Advanced Concepts and Applications in Health Policy and Management (3 sem. cr.; 8 wks)

This comprehensive course focuses on key principles and practices of health care management, planning, and policy-making. Students will study the historical development, structure, and operation of the health care delivery system and will explore the way health care is delivered, the role of policy formulation, and health care resource and ethical considerations. Mastery of course concepts requires demonstration of critical thinking and communication.

HCA7019-8 - Managerial Leadership within Managed Health Care Systems (3 sem. cr.; 8 wks)

This course will provide students with an intensive study of all aspects of managed health care. Students will analyze readings from an authoritative text and develop a comprehensive learning portfolio, which focuses on managerial leadership and successful management practices within contemporary health care related organizations.

HCA7022-8 - Health Care Strategic Management (3 sem. cr.; 8 wks)

This course examines the integration of business and functional plans, performance audits, organizational culture, gap analysis, and values clarification. Students will conduct analysis of current and future trends and issues affecting health care are reviewed in the context of visioning, strategic planning, and tactical planning. The student will be assessed on the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

HCA8010CAGS-8 - Health Care Administration Capstone Project (3 sem. cr.; 8 wks)

Students will create a comprehensive research project that seeks to create a unique solution to a stated, real or hypothetical defined topic in health care administration and approved by faculty. Research scope and definitions must be declared before the specific approved project can commence. Students begin with the identification of a problem and progress to research proposed solutions. Important factors such as feasibility, ethics, legal issues and cost are also considered. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final implementation plan.

HS5101-8 Welcome to Introduction to Homeland Security (3 sem. cr.; 8 wks)

This course introduces historical aspects of homeland security and changes in government responses after the terrorist attacks on September 11, 2001. Students will gain an understanding of homeland security topics relevant to today's international and domestic environments. Responses from local, state, and federal entities responsible for Homeland Security as well as non-profits and corporations involved in coordinating their efforts with each other are elements of the course.

HS6001-8 - Homeland Security Transportation (3 sem. cr.; 8 wks)

This course serves as an introduction to transportation systems and provides students an opportunity to analyze the actions necessary to create adequate security inside the network of intermodal operations. The course includes the exploration of the actual threat to the industry with a concentration on appropriate counter terrorism measures within each component from domestic and global perspectives. The course also includes a review of emerging technology in the field of transportation security

HS6002-8 - International Crime and Terrorism (3 sem. cr.; 8 wks)

In this course, students will address the linkage of terrorism and criminal activity and how law enforcement can respond to them. The central thrust of this course is to examine how and why global crime and terrorism have merged and the implications for political, law enforcement, and military institutions. Included in this exploration are the global drug trade, human trafficking, and the associated criminal activities such as money laundering and arms deals.

HS6003-8 - Homeland Security Risk Management (3 sem. cr.; 8 wks)

This course provides students with a comprehensive introduction to the major issues essential for understanding Homeland Security and its foundation in all-hazard emergency management. Activities provide the student the opportunity to examine the use of risk analysis in Homeland Security operations. Students will analyze risk analysis in situations from mitigation to recovery.

HS6010-8 - Homeland Security Research Project (3 sem. cr.; 8 wks)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Homeland Security that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of

peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

HS6020-8 - Maritime Terrorism (3 sem. cr.; 8 wks)

This course provides students an opportunity to explore the primary national and international strategies that shape the response to maritime terrorism. The various types of threats, ships and containers, weapons available to terrorists provide a complex environment for students to assess through the study of the maritime industry and government actions to safeguard that industry.

HS7000-8 - Homeland Security and Terrorism (3 sem. cr.; 8 wks)

This course serves as an introduction to the study of homeland security and provides an overview of the discipline including readings on the various government agencies involved in different aspects of homeland security. The course includes an overview of the terrorist threat faced today and an examination of how that threat came into being. Students will use the knowledge gained in order to prepare a depiction of the future of homeland security operations.

HS7004-8 - Local Emergency Management and Civil Preparedness (3 sem. cr.; 8 wks)

In this course, students will analyze the operations and preparedness of local emergency management systems and their ability to respond to natural and manmade disasters. Students will learn how the Incident Command System functions and use it to plan the use of emergency response organizations. Students will explain and assess local community capabilities to maintain the safety of their populations and the processes through which local emergency response agencies can request assistance.

HS7010-8 - Transportation Security (3 sem. cr.; 8 wks)

In this course, students will closely examine the aviation, ground, and maritime transportation networks with regard to the security demands now placed on them. The course assignments include the exploration of the actual threat to each industry with regard to the appropriate counterterrorism measures within each component from a domestic and global perspective. Regulatory agencies, both domestic and international will be reviewed in conjunction with international treaties.

HS7013-8 - Intelligence and Law Enforcement (3 sem. cr.; 8 wks)

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.

HS7014-8 - Strategy, Resiliency, and Coping with Fear (3 sem. cr.; 8 wks)

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.

HS8010CAGS-8 - Homeland Security Leadership and Policy ((3 sem. cr.; 8 wks)

The student will create a comprehensive research project that seeks to create a unique solution to a stated, real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

HRM5001-8 - Recruitment and Human Resources Information Systems (3 sem. cr.; 8 wks)

This course presents a comprehensive staffing model that identifies all the key components of staffing, external influences, and staffing system management. Major areas covered are the model itself, external influences (economic laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, external and internal selection, decision making, the final match, and management of the staffing system. Emphasis is placed on staffing strategy and the importance of external selection in securing employees that will become productive members of the organization.

HRM5002-8 - Compensation Issues in Human Resources Management (3 sem. cr.; 8 wks)

This course explores four strategic choices in managing compensation: concerns for internal consistency, external competitiveness, employee contributions, and administration. Each of these strategic decisions is examined in terms of the major compensation issues requiring resolution. The examination is made in the context of related theories, research, and state-of-the-art practices that can guide compensation decision making.

HRM5003-8 - Labor Relations (3 sem. cr.; 8 wks)

This course examines the history and development of labor relations, the structure of union organizations, and the process of negotiations and contract administration. The course begins by establishing the present state of the labor movement and models the decision process that can be used to decide whether or not to participate in organizing a union. Also covered are the laws and regulations governing collective bargaining, impasse resolution, and contract administration. Students will conclude the course by examining global issues with regards to unionization and how international labor organization can affect a domestic company and its employees.

HRM5004-8 – Supervisory Concepts and Practices (3 sem. cr.; 8 wks)

Through a blend of theory, practice, and skill development, this course explores the supervisory concepts and practices that are used by management in today's business environment. To operate successfully in this changing environment, organizations need supervisors with the managerial skills, ethical standards, and creativity to turn uncertainty into opportunity. This course shows how to apply the principles of supervisory management to recognize and take advantage of those opportunities.

HRM5008-8 - Legal Issues in Human Resources Management (3 sem. cr.; 8 wks)

This course considers the relationships between employers, employees and independent contractors; policies such as testing at-will; employment and termination; Civil Rights Act compliance; and other regulations such as OSHA and collective bargaining.

HRM6010-8 - Human Resources Management Research Project (3 sem. cr.; 8 wks)

The student will conduct a research study of a topic within the academic discipline of Human Resources Management and document the results in a formal project report. The student will demonstrate the ability to identify a current human resource management issue and provide a solution, recommendation, or meaningful interpretation to the issue, whether it is a policy, program, legislation, or work place problem. The project report will include a critique or justification of the research effort based on the status of the issue under study and recommend a plan of action.

HRM7000-8 - Human Resources Management (3 sem. cr.; 8 wks)

This course will focus on the development of the human resource function in organizations. While understanding and management of human behavior within organizations is necessary for optimal organizational effectiveness and individual performance, strategic planning to achieve organizational goals through the human resource function is recognized.

HRM7002-8 - Compensation and Benefits (3 sem. cr.; 8 wks)

This course explores the concepts of extrinsic and intrinsic compensation in the management of today's diverse and global workforce. The decisions made in these areas, related to compensation and benefits at the Executive and the employee level, can directly impact the strategic nature and direction of the organization.

HRM7003-8 - Labor Relations (3 sem. cr.; 8 wks)

In this course, students will explore all aspects of labor relations from a human resources perspective. This will include the history, structure, politics, processes, and relationships associated with bargaining units (unions). Students will examine how unions can change attitudes and behaviors of management and employees, as well as the benefits and challenges to working in a human resources position in a unionized environment.

HRM7004-8 - Supervising in the 21st Century (3 sem. cr.; 8 wks)

*Prerequisites: Fundamental requirement in General Management

This course examines supervisory concepts, laws, regulations and HRM practices used in the 21st Century. Students will be assessed on responses to subject matter-related activities and written research papers.

HRM7007-8 - Cultural Issues (3 sem. cr.; 8 wks)

This course demonstrates the uniqueness of culture and its impact on all aspects of organizational operations. This includes such aspects as diversity, global transitioning, accommodations, and cross-national teamwork. Twenty-first century managers must be astutely aware of how cultural issues impact work and ability to gain competitive advantage.

HRM7008-8 - Legal Issues in Human Resources Management (3 sem. cr.; 8 wks)

This course considers the relationships that are established between employers, employees, and independent contractors based on the passage and interpretation of laws, whether at the federal, state, or local level. Policies such as employment-at-will, right to work, or termination, and other regulations can change with an act of Congress or a state legislature.

Interdisciplinary)

IOP8400-8 - Industrial/Organizational Psychology (3 sem. cr.; 8 wks)

This course focuses on how psychological principles are applied in work settings. Current models, theories, and research in Industrial/Organizational (I/O) Psychology will be explored. The role of attitude and motivation, as well as group factors and leadership in forming a social context for work will also be addressed.

IOP8404-8 - Consulting in Business, Education, and Health (3 sem. cr.; 8 wks)

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.

IB5012-8 - International Economics (3 sem. cr.; 8 wks)

Managing in the international economic environment continues to pose major challenges; therefore, it is increasingly important to understand how the complex economic linkages can impact a country's economy. This course covers international economic topics such as absolute vs comparative advantage, trade policies, international trade and economic growth, exchanges rates, and open economy monetary policy.

IB5013-8 - International Marketing (3 sem. cr.; 8 wks)

This course examines the specific issues involved in entering overseas markets and conducting marketing operations on an international scale. Concepts focus on issues such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints, and coordinating strategies in global markets. The student will analyze and evaluate the issues through a series of papers and case studies.

IB5014-8 - Cultural Environment of International Business (3 sem. cr.; 8 wks)

This course examines the cultural, social, political, economic and other complexities of operating in foreign environments and managing organizational relationships and responses to different cultural logic and objectives. The course is primarily focused on the current environment and attempts to look forward. As such, course assignments are heavily weighted in practical application which requires critical thinking and evaluation with the course materials and scholarly research used as a reference point.

IB5016-8 - Global Business Strategic Management (3 sem. cr.; 8 wks)

This course examines the strategic management of multinational corporations (MNCs) and Foreign Direct Investment (FDI) and its determinants in emerging economies. Students will learn about the international business strategies that MNCs have developed in developing countries and the challenges they confront in different regions. Real-life business cases are used to present course materials. Students will learn about decision-making of MNCs' managers and the impact of those decisions on business strategies. Also the course will focus on the reasons for success or failure of MNCs by providing some case studies.

IB5017-8 - International Business Law (3 sem. cr.; 8 wks)

This course covers the principles underlying the legal environment of global business. In addition to identifying the current legal rules and regulations affecting businesses, this

course presents insights into new developments and trends that will greatly affect future transactions on a global scale.

IB6010-8 - International Business Administration Research Project (3 sem. cr.; 8 wks)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of International Business Administration that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization.

IB7002-8 - International Business Environments (3 sem. cr.; 8 wks)

This course requires students to examine international business theory and their applications in North America, Asia-Pacific, Europe, Latin-America, the Middle East, and Africa. The emphasis is on developing higher-level thinking skills with an ability to critically evaluate international business environments to explore and compare differences in international markets and their effects on conducting business in the particular region. Students are assessed for their independent thinking and theoretical application to resolve complex topical research issues and case problems. Journal articles and current research are used to present course material to guide students are to develop decisions-making skills required for managers working in varied international business environments.

IB7012-8 - Global Economic Environment (3 sem. cr.; 8 wks)

In this course, students will explore international economic and trade theories and the role of global corporations. The global economic environment continues to pose major challenges; therefore, it is increasingly important to understand principles of international economic theory and international economic and financial governance institutions. Students will be assessed for their independent thinking and the theoretical applications to resolve complex topic research issues, and case problems.

IB7013-8 - Global Marketing Environment (3 sem. cr.; 8 wks)

In this course, students will examine specific issues of social and cultural environments in the context of global marketing. Global marketing research and product launches are differentiated when entering international markets, and when conducting marketing operations globally as opposed to “domestically.” Attention is focused on complex problem solving techniques through an examination of culture and customer differences in different parts of the world. The purpose of this course is also to provide a new learning experience for global marketing professionals who need new methods to develop product design, implement comprehensive marketing brand, and plan

strategies throughout the world. Students will be assessed their critical thinking and problem solving skills through research oriented assignments.

IB7016-8 - International Business Strategic Management (3 sem. cr.; 8 wks)

The purpose of this course is to address the strategic management decisions of multinational corporations (MNCs) to enhance success in a global economy. Students will evaluate decisions-making skills and situations faced by managers of MNCs to meet changes in global business environments. The course examines global strategy, structures, and global strategic management knowledge.

IB7017-8 - International Business Law & Environment (3 sem. cr.; 8 wks)

This course covers the principles, scope and basic mechanism of international law, development and practices. The impacts of international relations and the legal environment on global business will also be examined. The course incorporates major cases of emerging disputes and dispute resolution among nations over such issues as intellectual property rights, labor and trade subsidy policies. Students will be assessed for their critical thinking and the theoretical applications through research oriented assignments.

MGT5000-8 - Business Organization and Management (3 sem. cr.; 8 wks)

This course examines the essential characteristics of business organizations and management in a manner which will enable students to assess the meaning of management and what is expected of a manager. Students will also analyze how managers can accomplish goals and achieve positive results. Students will also classify how a manager is graded on performance. This course will help students assess whether different organizational structures require different management styles. Finally, students will breakdown how managers communicate and lead.

MGT5002-8 - Marketing Management (3 sem. cr.; 8 wks)

This is an overview course in Marketing Management, the core of business operations. In it you will learn not only the vocabulary of marketing and its guiding principles but how to develop and implement marketing strategy. This includes developing a fundamental understanding of marketing as a constantly changing discipline and how to identify marketing opportunities based on an understanding of the consumer and environmental forces. In light of this understanding, you will learn how to create an appropriate segmentation and marketing mix strategy culminating in your ability to develop a marketing plan. Throughout the course, emphasis will be placed on effective written communication.

MGT5007-8 - Strategic Management (3 sem. cr.; 8 wks)

Strategic management examines the long-term needs of an enterprise, and through strategic planning, develops the strategies needed for effective performance. Whether it is a for-profit or non-profit organization, this course is designed to enable students to use various analysis tools to arrive at the best strategic recommendations and apply them to a real world enterprise

MGT5010-8 - Leadership in Organizations (3 sem. cr.; 8 wks)

Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is: What makes a person an effective leader?

MGT5016-8 - Managing Change (3 sem. cr.; 8 wks)

This course examines the challenge of change and the implementation of change in organizations. It focuses on realistic managerial situations and the techniques involved in managing change and responses to opportunities and threats.

MGT5019-8 - Ethics in Business (3 sem. cr.; 8 wks)

Ethics and social responsibility are terms frequently applied to businesses often in the context of describing the lack of them. What are the ethical responsibilities of businesses? Using a case study methodology, students in this course will explore the responsibilities of a business and the stakeholders to whom it is responsible. The course includes case study analyses of issues pertaining to ethics, stakeholders, economics, technology, and corporate culture. Students will also investigate corporate social responsibility, government contracting, and workplace safety.

MGT5022-8 - Organizational Development (3 sem. cr.; 8 wks)

This course defines factors that increase overall organizational effectiveness through change and planning. This course will examine a myriad of topics pertaining to organizational development, including organizational climate, culture, teams, structural bases of centralization and decentralization, job design, decision-making processes, and design theories.

MGT5025-8 - Total Quality Perspectives in Management (3 sem. cr.; 8 wks)

This course provides a comprehensive review of Total Quality Management principles, focusing on quality and continuous improvement in all aspects of business operation. A balance of case studies and examples is presented to illustrate major concepts. It focuses on integrating quality and continuous improvement in all aspects of an operation.

MGT5026-8 - Effective Managerial Communications (3 sem. cr.; 8 wks)

This course presents the basic theories, skills, and applications related to communications in an organizational setting from a manager's point of view. The course focuses on the consistent, logical process approach that can be used to solve many communication problems. The course also covers topics that are essential to contemporary business communications, including critical thinking, the Internet, the World Wide Web, email, and other technological communication tools. It also presents basic theories, skills, and applications required to effectively communicate in a complex organizational setting emphasizing a manager's point-of-view.

MGT5027-8 - Legal Implications in Management (3 sem. cr.; 8 wks)

This course will familiarize business law students with how legal principles affect management in business. The student will learn the theoretical foundations of the legal

regime governing business and will become familiar with key substantive areas of law affecting business decisions.

MGT5028-8 - Business Statistics (3 sem. cr.; 8 wks)

This course introduces the graduate student to the calculation, use, and interpretation of descriptive statistics and inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts and helping students to understand statistical methodologies used in business, and more generally, to develop a working knowledge of statistical usage in everyday life.

MGT6010-8 - Business Administration Research Project (3 sem. cr.; 8 wks)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Business Management that incorporates analysis, synthesis, and evaluation of business research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

MGT7000-8 - Business Organization and Management (3 sem. cr.; 8 wks)

Students will develop rational and employable management tools for working within an organization by understanding and analyzing various management techniques, concepts of organization, and analytical skills that are useful for effective organizations. Students are provided a comprehensive and multidimensional understanding of decision-making, communication, and budgeting. The course also examines the responsibilities of management practices in the organization to include employee motivation, leadership, and workplace trends.

MGT7002-8 - Marketing Management (3 sem. cr.; 8 wks)

We examine the comprehension, evaluation, and synthesis of concepts that are the underlying foundation of marketing theory built around environmental research, marketing strategy differentiation, the product life cycle, segmentation strategies, the marketing mix (4 P's), and the new product cycle.

MGT7006-8 - Advanced Topics in Organizational Behavior (3 sem. cr.; 8 wks)

Understanding how managers need to develop their interpersonal or people skills if they are going to be effective in their jobs is a critical skill. Through evaluation, comprehension, and synthesis of the concepts and constructs we examine how

organizational behavior (OB) is a field of study that investigates the impact that individuals, groups, and structure have on behavior within an organization, and then apply that knowledge to make organizations work more effectively. Specifically, OB focuses on how to improve productivity, reduce absenteeism and turnover, and increase employee citizenship and job satisfaction. As managers accomplish their work through others, OB provides the tools for guiding the productivity of others, predicting human behavior at work and the perspectives needed to manage individuals from diverse backgrounds.

MGT7013-8 - Entrepreneurship (3 sem. cr.; 8 wks)

This course will help entrepreneurs and all managers create a mindset and understanding of the driving forces of new business development. This course is built on practical concepts in entrepreneurship and E-entrepreneurship.

MGT7016-8 - Managing Change (3 sem. cr.; 8 wks)

Turbulent and dynamic environments challenge all executives in the management of the organization. This course specifically examines the different aspects of organizational change. It focuses on techniques involved in creating, managing, and sustaining change and responses to different opportunities and challenges of organizational change.

MGT7019-8 - Ethics in Business (3 sem. cr.; 8 wks)

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.

MGT7022-8 - Advanced Topics in Organizational Development (3 sem. cr.; 8 wks)

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.

MGT7027-8 - Legal Implications in Management (3 sem. cr.; 8 wks)

In this course, students will become familiar with legal principles and management, particularly their affects and outcomes in business. Laws and requirements or regulation are constantly changing and students need to be prepared in both academia and business. Through a series of case analyses and assessments, students will traverse

numerous aspects of the legal implications managers face today, and how this is different from the past decades.

MGT7029-8 - Strategic Leadership (3 sem. cr.; 8 wks)

Students in this course will explore the role of decision-making related to strategy and leadership. Specifically, students will focus on corporate governance, characteristics of the contemporary leader in a global/technological age, and actions the strategic leader must take to overcome the challenges which impede their organization from achieving success.

MGT7110-8 - Leadership in Organizations (3 sem. cr.; 8 wks)

*Prerequisites:

Fundamental requirement in General Management or fundamental Psychology courses

The course will help the student in their understanding, comprehension, and synthesis of the leadership constructs. Investigation of leadership roles, styles, philosophy, and behavior in organizations are components of this course. It also explores the qualities of leadership through the presentation of new models dealing with high performance leadership. This course presents a broad survey of theory and research on leadership in formal organizations. The key question to be answered after the completion of this course is; What makes a person an effective leader?

MGT8010DBA-8 - Applied Management Capstone Project ((3 sem. cr.; 8 wks)

This course includes a comprehensive research project that creates a unique solution to a theoretical, hypothetical, or applied topic. The project should be suitable for publication or organizational application. Students will demonstrate proficiency in assignments, which will culminate into a final research project. For the student seeking a (DBA), the project will demonstrate the competency of the student and a systematic research methodology that illuminates the work of a scientific researcher. The DBA requires a more applied focus, and the dissertation may replicate original research.

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MET5000-8 - Principles of Productivity (3 sem. cr.; 8 wks)

This course is designed to provide an overview of many topics that can affect productivity. The topics covered in the course are product design and operations, process design and choice of technology, management of quality, capacity and scheduling management of production and inventory management systems.

MET5002-8 - Applied Systems Theory (3 sem. cr.; 8 wks)

Systems engineering has been recognized as the process by which the orderly evolution of man-made systems can be achieved. The knowledge and tools needed for implementation of this process are discussed, including the system design process, system analysis and modeling, and the techniques of designing for operational feasibility. This course examines managerial systems concepts such as open/closed systems, equifinality, equilibrium, synergism and cybernetics in order to understand and optimize organizational processes. An overview of system engineering management is presented.

MET5010-8 - Quality Management (3 sem. cr.; 8 wks)

The effective implementation of total quality management practices is a requirement for all organizations to be successful. This course introduces a systematic approach for implementing total quality management for an organization with a strong emphasis on the customer, including customer expectations for product quality. This course covers the topics of defining quality, the history of quality management, identifying and understanding the customer, and adopting process improvements to implement quality management.

MET5016-8 - Improving Productivity Through Technology (3 sem. cr.; 8 wks)

This course is primarily concerned with the processes of acquiring technology to improve productivity in the firm. This includes looking at organizational change needed to successfully implement technological advances. The course will review organizations and their attempts to adopt technological innovations - especially computer and information system related innovations. This course will also examine the changes needed to make effective use of new technology and assure consistency between the technology and organizational processes and structures. This course also investigates the impact of technology on improving productivity, and the limits of such improvements.

MET5017-8 - Emerging Technologies (3 sem. cr.; 8 wks)

This course allows participants to identify and understand the direction and consequences of emerging technologies on industry and society. Addressed in the course are the evolutionary development of technology and application, revolutionary inventions, and expanding needs that result from new technological possibilities.

MET5020-8 - Management of Technology (3 sem. cr.; 8 wks)

This course is concerned with the impact of rapidly changing technology and the problems of managing these technological changes. The success of these ventures is even more dependent on timely and often courageous technological change decisions. The traditional concepts of operational and economic life of technologies must be used with caution. The real and impending impact of technological change is ever present as a factor and it must be continually managed for a firm to survive.

MET5023-8 - Managing the Research and Development Organization (3 sem. cr.; 8 wks)

The course examines the management of the R & D environment including planning, new product development, technological forecasting, innovation, and creativity. The course objectives provide the student with the opportunity to apply course concepts to current or potential real-world situations.

MET6010-8 - Management of Engineering and Technology Research Project (3 sem. cr.; 8 wks)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Management of Engineering and Technology that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

MET7000-8 - Fundamentals of Productivity (3 sem. cr.; 8 wks)

To achieve a competitive advantage, organizations attempt to increase productivity, responsiveness, and adaptability. Problems and challenges accompany efforts directed towards achieving the highest level of productivity and efficiency. In this doctoral-level course, students will examine the productivity considerations of today's organizations including a fluctuating economy, technological advancement, variable work volumes, and increased globalization.

MET7002-8 - Applications of Systems Theory (3 sem. cr.; 8 wks)

There is little doubt that the 21st century will bring unheralded change to the business world. A system must exhibit certain principles of interrelationships, such as wholeness or hierarchic order, to ensure the collective behaviors result in an efficient final system product. System thinking integrates the individual, team, and various departments into activities associated with organizations, environment, and strategy. The result is a more accurate representation of the organization and its environment. Situational contingencies and context influence the individual's level of actions within the organization and the organization's context influences the individual's actions. This course, designed for Doctoral students, examines the application of systems theory, which focuses on complexity and interdependence.

MET7003-8 - Applications of Decision Theory (3 sem. cr.; 8 wks)

During the business day, supervisors, leaders, those on the manufacturing line, those drafting blueprints, and everyone else in the business environment are faced with making a decision. Some decisions are common and are made easily while other decisions are political, complex or require vast amounts of data to make the final decision. To make a correct a decision the person needs to follow a methodology to ensure the proper facts are considered and hidden traps of decision-making are avoided.

MET7015-8 - The Impact and Process Optimization of Technology (3 sem. cr.; 8 wks)

This course, designed for doctoral students, permits them to examine how people skills, processes, and machines relate to current technology and through proper process optimization coupled with strategic focus, can provide an organization with a competitive advantage.

MET7020-8 - Strategic Technology Management (3 sem. cr.; 8 wks)

The primary question for a strategic manager of innovation and technology is where to look for opportunities. Since business accepts change as a constant and is likely accepting change at a more rapid rate in the 21st century, one potential opportunity area is customer expectations and demands for the organization's products while looking for the disruptions in the product development process. The product development process is a cycle where innovation leads to productivity, productivity leads to intensified competition, and intensified competition leads to innovation. This Doctoral level course examines how technology is the identification, description, and explanation of needs resolved for business and industry applications. It is important to realize is that technology evolves from implementation modifications due to customer feedback. This evolution is a trajectory of needs.

MET7029-8 - Enterprise Project Management (3 sem. cr.; 8 wks)

A strategic plan is an intended course of action created prior to executing said course of action. Leaders establish direction; however, followers encounter potential issues in interpreting the intentions. Project leaders manage by information, by working through people, and by action. Effective communication is critical to the success of leaders of information. Leaders who manage through empowered personnel are usually successful as well. Leaders who manage through action are directly involved in decision making and implementation of strategic plans. This Doctoral level course examines the three strategies of project management. A collaborative and iterative approach must be maintained by leadership throughout the organization to successfully execute the plan.

***MET8010CAGS-8 - Management of Engineering and Technology Capstone Project
(3 sem. cr.; 8 wks)***

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

MIS5000-8 - Management Information Systems (3 sem. cr.; 8 wks)

This course provides a basic understanding of how information systems function and support business functions. The course content focuses on different aspects of the integration of information systems and business for competitive advantage. This course is designed for students who want an overview of information systems from a business perspective or who expect to be managerial end users of information systems. Different functions of information systems are further explored throughout the course.

MIS5002-8 - Database Management Systems (3 sem. cr.; 8 wks)

This course focuses on data as a valuable organizational resource that must be managed, distributed, and kept secure. Information is the lifeblood of the modern organization. Information that is managed in an effective manner is often the difference between success and failure. For this reason, more and more organizations have come to depend on database systems to pool and to protect this valuable commodity. This course introduces the student to the essential principles that guide the design, implementation, and management of effective database systems.

MIS5004-8 - Telecommunications Management (3 sem. cr.; 8 wks)

Telecommunications network specialists, consultants, managers, satellite tracking system designers, and technical support engineers who manage corporate network equipment, facilities, and land-lines will be able to understand the need to migrate from traditional communications networks to 21st century communication wireless, sensor, and broadband networks. This course will look at the managerial issues involved in building digital production and distribution technologies and network architectures to deliver reliable, consistent, low cost services.

MIS5005-8 - Local Area Networks (3 sem. cr.; 8 wks)

This course provides a professional understanding of the value and uses of network architecture to improve a business' overall performance. This course provides students with a synthesis regarding the ways in which firms should develop network architecture to improve communications, data management, storage, and application accessibility. The course concentrates on providing the tools needed for mastery of enterprise network architecture concepts and terms, which are important for all managers. This course is designed for students who want an overview of network management and architecture within a competitive business environment. The course demonstrates how to manage network architecture; communications systems; and information systems processes.

MIS5011-8 - Computer Security Management (3 sem. cr.; 8 wks)

This course provides a focus on information systems security applicable to the business environment. The intention is to emulate real-world considerations, so that practical and proven strategies are examined and considered. Topics include: computer security technology and principles; software security; management issues; cryptographic considerations; and operating system security.

MIS6010-8 - Management Information Systems Project (3 sem. cr.; 8 wks)

The student will conduct a research study of a topic, within the academic discipline of Management of Information Systems and document the results in a formal project report. The student will be able to demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, and recommend a plan, based on the status of the issue under study, and recommend a plan of action, applying principles with ethical considerations, and fiduciary responsibilities.

MIS7000-8 - Information Technology Management (3 sem. cr.; 8 wks)

This course provides a basic understanding of the value and uses of information systems (IS) for business operations, management decision-making, and strategic advantage with a focus on eBusiness. The course concentrates on providing the tools needed for mastery of the information systems concepts and terms, which are important to end user managers. This course is designed for students who want an overview of information business applications that can be deployed and managed across a broad spectrum. This course, thus, provides a synthesis regarding the ways in which information technology (IT) managers may use various resources to improve business performances to achieve organizational goals.

MIS7002-8 - Database Administration and Management (3 sem. cr.; 8 wks)

This course will encourage database administration and management personnel such as executives, strategic planners, network and information technology (IT) and system (IS) managers and scientists, data archivists, corporate librarians and information managers, systems integrators, and consultants to enhance their knowledge of the process of data collection, conversion, and migration. This course will present to students how data models align with the overall scope of business operations, which include hiring and forming strategic partnerships with knowledge workers.

MIS7003-8 - Information Technology Decision Support (3 sem. cr.; 8 wks)

This course provides a professional understanding of the value and uses of information systems for business collaborations, management decision-making. This course is designed for students who desire to understand collaboration, decision support systems, and executive information systems from a business perspective. This course provides with a synthesis regarding the ways in which the students can utilize decision support systems to improve corporate competitiveness within the global marketplace. The course concentrates on providing the tools needed for mastery of decision support

systems concepts and terms, which are important for all senior executives and stakeholders.

MIS7004-8 - IT Data Communications Management (3 sem. cr.; 8 wks)

Prerequisites:

MIS5004-8 or equivalent or permission of the Dean of the School of Business and Technology

This course presents the technical, economic, social, and management issues involved in building network architectures to deliver reliable, consistent, low cost information transmission services. Those who manage corporate network equipment and facilities will understand the theory behind, and application of, data communication principles.

MIS7005-8 - Enterprise Network Architecture (3 sem. cr.; 8 wks)

The purpose of this course is to provide a professional understanding of the value and uses of information systems architectures and processes designed to improve the overall performances of an organization. As such, students will explore an overview of enterprise architecture, computer networks, systems applications, and information systems processes. Topics include: the ways in which technologists might develop an enterprise network architecture to improve application accessibility, data storage, and management, communications, and business processes. Emphasis is on the tools needed for mastery of enterprise network architecture concepts and terms.

MKT5000-8 - Service Marketing (3 sem. cr.; 8 wks)

Service Marketing is a relatively new marketing discipline that extends the classical definitions of marketing theory and introduces new ideas to the design, development and management of service products. The student will explore new theories of service quality (SERVQUAL) with emphasis on customer service behavior and acquire analytical tools to measure customer perceptions and expectations. A variety of learning methods prepares the student for various new career opportunities in a service dominated economy while providing the freedom of student assignment selections and various work exercises.

MKT5002-8 - Customer Relationship Management (3 sem. cr.; 8 wks)

This course examines the consequences of initiating, developing, and maintaining a customer relationship management strategy and analyzes the impact of profitable, long term customer relationships.

MKT5003-8 - Advertising and Promotion (3 sem. cr.; 8 wks)

Students in this course will examine the creative and strategic process of advertising and promotion. The emphasis is on current practices and research in advertising and promotion, focusing on consumer behavior theories. Students will examine advertising and promotion methods and the ethical practices of designing, developing, and implementing an integrated marketing communication program. Students will also evaluate the challenges and opportunities of advertising and promotion in a global environment.

MKT6001-8 - Product Management (3 sem. cr.; 8 wks)

Product Management is a critical activity that develops strategies and plans for building winning products, increasing market share, improving customer appeal, and beating the competition. This course provides the marketing foundations required to develop, through the use of various analytical tools, a focused product marketing strategy. The student will be Developing sound product strategies through a series of building exercises that requires he or she to carefully construct a valuable Product Marketing Plan that can use as an actual or template model for future applications. The course covers all of the critical marketing activities from the Product Manager's (PdM) vantage point. This course is a core Marketing Specialty component offering a comprehensive tour de force of best -practice, theory -based marketing methodology for immediate real world application.

MKT6010-8 - Marketing Project (3 sem. cr.; 8 wks)

The student will conduct a research study of a topic within the academic discipline of Marketing and document the results in a formal project report. The student will be able to demonstrate the ability to conduct an investigation on a work place problem, identify an area for intervention, critique, justify, and recommend a plan based on the status of the issue under study, and recommend a plan of action, applying principles with ethical considerations and fiduciary responsibilities. The student will complete a signature assignment activity in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization.

MKT7000-8 - Strategic Service Marketing (3 sem. cr.; 8 wks)

This course will prepare students in the understanding of service marketing theory. These concepts provide the foundation necessary to examine the components of formulating service dominant logic. Through investigative research, aspects of theory development are identified and new theories are formulated. The research work developed through this course is suitable for an initial concept paper, research study, or for journal publication in order to further prepare the doctoral student.

MKT7001-8 - Strategic Sales Force Management (3 sem. cr.; 8 wks)

Students in this course will explore the role of the sales force, which is expanding greatly as a result of economic and competitive pressures and social and cultural changes in markets. Salespeople are often engaged in consultative relationships with their customers. The student will explore strategic sales force management issues, organizing, staffing, and training a sales force, and directing sales force operations. This will include the analysis of motivational issues, sales planning, and evaluating sales performance. In addition, the ethical and legal responsibilities of sales managers will be covered.

MKT7002-8 - Customer Relationship Management Strategies (3 sem. cr.; 8 wks)

The manner in which a company develops and manages customer relationships has evolved over the past two decades. This Doctoral level course explores strategies to develop and align customer, channel, brand, and relationship strategies to ensure that Customer Relationship Management (CRM) projects are effectively managed. Customers' needs, preferences, and behavior are analyzed so that the insight gained can be utilized to design better ways of interacting with customers or market segments. CRM strategies in communications, government, manufacturing, resources, and retail are examined. CRM processes are analyzed to determine the impact on the overall profitability of the company.

MKT7003-8 - Integrated Marketing Communication (3 sem. cr.; 8 wks)

This course focuses on the effective use of integrated marketing communications (IMC) programs and processes. Students will analyze the elements of integrated marketing

communication including the trends, technology, and other macro-environmental issues impacting marketing communication.

MKT7100-8 - Consumer Behavior Theory and Practice (3 sem. cr.; 8 wks)

Students in this course will explore consumer behavior theory and consumer behavior. Consumer behavior theory examines the applications of creating theoretical constructs incorporating marketing dominant logic, customer lifetime value models, and new analytical methods to develop and design consumer response systems and marketing strategy. Customer loyalty and satisfaction are measures to help assess impacts of various new marketing strategies using techniques and scales to create improved consumer results.

MKT7101-8 - Brand and Product Management (3 sem. cr.; 8 wks)

This course incorporates product and brand strategies into a comprehensive management platform for understanding how to create the best marketing plans using an optimal marketing mix. Brand development focuses on image and equity coupled with product management. Creating new concepts and constructs requires best practices and a balance between plan requirements and brand needs in order to develop optimal marketing results.

MBA5102-8 Welcome to Changing Times - Business in the 21st Century (3 sem. cr.; 8 wks)

This course is designed to encourage students to understand and consider the impact of current trends such as globalization, sustainability, and technology on businesses. The subsequent core courses will provide a greater in-depth knowledge of business concepts and areas in an integrated fashion.

MBA5110-8 Managing People and Teams (3 sem. cr.; 8 wks)

In this course, students will practice creating diverse and talented teams who are ready to face global business challenges. Students will research best practices on recruiting, developing, and retaining top talent. Also included is an introduction to legal and ethical issues in recruiting, hiring, and managing personnel such as sexual harassment, equal opportunity, and family issues. Students will examine concepts of leadership and organizational behavior to promote their effectiveness as leaders and managers of people. Integration of technology such as human resource information systems, computer-based training, and management of virtual teams will also be studied.

MBA5121-8 Managerial Decision-Making (3 sem. cr.; 8 wks)

This course is a study of the skills and cognitive processes that managers utilize and the factors that influence effective business decisions in the global business environment. Students 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. Students will also learn how information technology can provide effective decision support for complex business issues.

MBA5130-8 Managing Business Finances (3 sem. cr.; 8 wks)

In this course, students are introduced to procedures, process, and tools to effectively manage the business finances. Students will apply and practice these concepts in a wide range of simulated business and managerial situations. Topics include; Business and managerial economics, profit and loss, understanding financial reports, financial risk analysis, asset valuation, budgeting, managerial and financial accounting, financial ethics, and cost management. Students will practice using financial tools and case studies to aid in their analysis and financial decision-making.

MBA5140-8 Operations Management (3 sem. cr.; 8 wks)

This course is an introduction to the principles of operations management as they relate to business strategy. Students will learn how to manage business operations based on

a global supply chain with diverse and geographically-dispersed suppliers and customers. Students will also examine how information systems can have a positive impact on operational productivity, competitiveness, automation of business processes, and electronic commerce.

MBA5150-8 Innovation and Marketing (3 sem. cr.; 8 wks)

In this project-based course, students will investigate and practice strategies for innovation and introduction of new ideas, products, and technologies to market. Students will practice assessing their customers' needs and tailoring strategies and tactics accordingly. This course provides an integrative approach to marketing and innovation based upon sound principles of business analysis, supply chain, operations, economics and financial management. Students will set marketing goals and produce plans to reach those goals and measure their progress. Ethical, social, and legal aspects such as marketing to minors and false or deceptive practices will be examined.

MBA6010-8 Strategic Planning (3 sem. cr.; 8 wks)

This course provides an overview of effective strategic planning formulation and correct application for use in real life situations. Students will develop skills in operational business strategies as well as being introduced to the entire strategic planning process.

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MSOL 5101-8 Leadership Theories and Practices (3 sem. cr.; 8 wks)

This course serves as the cornerstone for the Master of Science in Organizational Leadership degree program. Students will examine historical trends in management and leadership theories and behaviors, critique the most popular current ones, and project future trends and new emerging theories. They will also evaluate themselves in their practice as leaders and determine areas for challenging themselves.

MSOL 5102-8 Ethics and Decision Making (3 sem. cr.; 8 wks)

Students will evaluate the ethical implications of structures, cultures, values, and leadership practices in organizations. Topics include: operationally defining ethics in organizations; recognizing organizations structures; analyzing values in organizations; determining leadership practices; and evaluating the potential impact of these variables on decision making in organizations.

MSOL 5103-8 People, Processes, and Organizational Health (3 sem. cr.; 8 wks)

Students will evaluate approaches to improving the health of organizations. Topics include: examining issues related to rightsizing and outsourcing; reviewing current approaches to continuous improvement for quality; trends in human resources; and evaluating the importance of matching organization structure to strategy.

MSOL 5104-8 Leadership: Change, Crises and Communication (3 sem. cr.; 8 wks)

Students will analyze the role of leadership in managing change in organizations. Topics include: analyzing change as a constant state; strategies for managing change cycles; evaluating situations for crisis potential; developing proactive approaches for crises; leadership practices in times of crisis; and matching communication strategies to situations.

MSOL 5105-8 Leadership and Organization Strategy (3 sem. cr.; 8 wks)

Students will evaluate the importance of effective leadership in the implementation of organizational strategies. Topics include: Analyzing the types of strategies available to a variety of business organizations; analyzing the various approaches to leadership possible; and evaluating the appropriate leadership approach for developing strategies.

MSOL 5106-8 Understanding data (3 sem. cr.; 8 wks)

This is a data analytics course, focused on providing approaches and tools for making decisions in organizations. This course is preparatory for MSOL 5110.

MSOL 5110-8 Professional Project (3 sem. cr.; 8 wks)

Students will collaborate with organizational stakeholders to identify a professional project, gather data to explore the project, construct a plan for implementing change, and create a strategy for evaluating the results of the plan. Students learn to integrate concepts and theories with practical application in an organization of their choice.

MSOL5111-8 Introduction to Public Administration (3 sem. cr.; 8 wks)

In this course, bureaucracy is examined at the federal, state, and local levels with particular focus on how government functions. Major emphasis will be on public policies and their implications for the society; such as, the effect of citizens' power on decisions related to public accountability, and making choices for the benefit of the society.

MSOL5112-8 Public/Government Relations (3 sem. cr.; 8 wks)

This course is designed to deal with the issues of lobbying at the national and local levels. Student will examine the ways that government officials influence public opinion and the informative role that government plays on major social issues, using publicity, advertising, press agency, public affairs, issues management, investor relations, and development. Finally, the course offers the student to chance to develop a comprehensive public relations campaign.

MSOL5113-8 Quality Management in Public Administration (3 sem. cr.; 8 wks)

Quality management provides governmental structures with foundational measures and approaches for better public service delivery. In this course, students are provided the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. Students are provided a variety of planning methods to design, manage, and sustain such a system. By differentiating between strategic planning and operational planning, students will define a vision of quality improvement and ensures those efforts are appropriate and stay on track.

MSOL5201-8 Introduction to Criminal Justice (3 sem. cr.; 8 wks)

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.

MSOL5202-8 Current Issues in Law Enforcement (3 sem. cr.; 8 wks)

This course provides students with the opportunity to investigate the issues facing the leadership of the nations' local, state and federal law enforcement agencies. Major problems such as drug enforcement, organized crime, white collar crime, and the war on terrorism and cooperation among law enforcement, first responder and health officials provide the core focus of student efforts.

MSOL5203-8 Survey of Forensic Sciences (3 sem. cr.; 8 wks)

In this course students are provided an introduction to different sciences and technologies applied in criminal investigations. Focus is on the forensic scientist and his or her role in crime scene investigations. The criminalist topics include fingerprint technology, ballistics, tool mark impressions, bloodstain pattern analysis, serology and DNA, microscopy, and questioned documents. The function of forensic biology and chemistry will likewise be explored. Students will also evaluate the duties of the forensic expert acting as an expert witness in court.

MSOL5301-8 Health Care Legal and Ethical Issues (3 sem. cr.; 8 wks)

Students in this course will critically examine some of the legal and ethical issues affecting health care in America. The course includes an introduction and overview of key legal concepts and the exploration of selected issues including: Financing Indigent Care, Patient Rights, Informed Consent/Refusal of treatment, Tort Reform, End-of-Life Decision Making, Termination of Life Support, Do Not Resuscitate Orders, and Patient and Provider Relations. Upon completion, students will have an enhanced understanding regarding the relationship between law and ethics as they relate to the complex world of health care.

MSOL5302-8 Health Care Policy Analysis and Development (3 sem. cr.; 8 wks)

This course provides the student with an overview of the factors which govern and impact the development of health care policy in the United States. The student will learn how current and changing policies help shape the organizational structure of our health care system. The impact of these policies on services for the elderly and disabled will also be explored.

MSOL5303-8 Comparative Health Care Systems (3 sem. cr.; 8 wks)

Students will evaluate key population challenges affecting modern societies in the developed and developing world by examining the health systems of 17 countries. Using a consistent framework, a comparison of each country's history, geography, government, and economy, as well as a detailed analysis of the country's healthcare system facilities, workforce, technology, cost, quality, and access, will be explored. Examples of challenges studied include: relations between population, growth, and the environment; population growth and socioeconomic development; and population and maturation of new diseases. Emerging issues in global healthcare are also explored.

MSOL5401-8 Introduction to Homeland Security (3 sem. cr.; 8 wks)

This course introduces historical aspects of homeland security and changes in government responses after the terrorist attacks on September 11, 2001. Students will gain an understanding of homeland security topics relevant to today's international and domestic environments. Responses from local, state, and federal entities responsible for Homeland Security as well as non-profits and corporations involved in coordinating their efforts with each other are elements of the course.

MSOL5402-8 International Crime and Terrorism (3 sem. cr.; 8 wks)

In this course, students will address the linkage of terrorism and criminal activity and how law enforcement can respond to them. The central thrust of this course is to examine how and why global crime and terrorism have merged and the implications for political, law enforcement, and military institutions. Included in this exploration are the global drug trade, human trafficking, and the associated criminal activities such as money laundering and arms deals.

MSOL5403-8 Homeland Security Risk Management (3 sem. cr.; 8 wks)

This course provides students with a comprehensive introduction to the major issues essential for understanding Homeland Security and its foundation in all-hazard emergency management. Activities provide the student the opportunity to examine the

use of risk analysis in Homeland Security operations. Students will analyze risk analysis in situations from mitigation to recovery.

MSOL5501-8 Cultural Environment of International Business (3 sem. cr.; 8 wks)

This course examines the cultural, social, political, economic and other complexities of operating in foreign environments and managing organizational relationships and responses to different cultural logic and objectives. The course is primarily focused on the current environment and attempts to look forward. As such, course assignments are heavily weighted in practical application which requires critical thinking and evaluation with the course materials and scholarly research used as a reference point.

MSOL5502-8 Global Business Strategic Management (3 sem. cr.; 8 wks)

This course examines the strategic management of multinational corporations (MNCs). In this course, learners will focus on the activities of MNCs in developing countries and regions, as well as the employees that are working for MNCs. Real -life business cases are used to present course material and provide students with research on the decision-making of MNCs' managers and the impact of those decisions.

MSOL5503-8 International Business Law (3 sem. cr.; 8 wks)

This course covers the principles underlying the legal environment of global business. In addition to identifying the current legal rules and regulations affecting businesses, this course presents insights into new developments and trends that will greatly affect future transactions on a global scale.

MSOL5701-8 Project Risk Management (3 sem. cr.; 8 wks)

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.

MSOL5702-8 Earned Value Project Management (3 sem. cr.; 8 wks)

Earned Value is the accurate measurement of the authorized work physically accomplished plus management's budget for the completed work. This course presents the Earned Value technique which has been around for decades. It is discussed in this course as an effective technique to manage projects.

MSOL5703-8 Management, Leadership and Team Building in the Project and Program Environment (3 sem. cr.; 8 wks)

This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to managing tough human resource issues.

MSOL5801-8 The Nonprofit Sector: History, Trends, and Theories (3 sem. cr.; 8 wks)

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.

MSOL5802-8 Nonprofit Strategic Management and Leadership (3 sem. cr.; 8 wks)

Nonprofit leaders use strategy to navigate through the dynamic internal and external environments. Through mission, vision, goal setting, strategic planning, and environmental analysis and assessment, strategy is developed, implemented, and measured. In this course, students explore the purpose and process of strategic management to analyze the work that needs to be done and the best way to do it.

MSOL5803-8 Philanthropy and Fundraising in Nonprofits (3 sem. cr.; 8 wks)

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.

MSOL5804-8 Nonprofit Board Governance and Management (3 sem. cr.; 8 wks)

Boards of trustees represent a critical element in the complex nonprofit organizational system. Nonprofit boards provide necessary oversight, ensure accountability, and often, actively fundraise. In this course, students will explore nonprofit boards, their role and responsibilities, how they are self-governed and managed by staff, and how they can be effectively utilized for resource development.

MSOL5901-8 Recruitment and Human Resources Information Systems (3 sem. cr.; 8 wks)

This course presents a comprehensive staffing model that identifies all the key components of staffing, external influences, and staffing system management. Major areas covered are the model itself, external influences (economic laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, external and internal selection, decision making, the final match, and management of the staffing system. Emphasis is placed on staffing strategy and the importance of external selection in securing employees that will become productive members of the organization.

MSOL5902-8 Supervisory Concepts and Practices (3 sem. cr.; 8 wks)

Through a blend of theory, practice, and skill development, this course explores the supervisory concepts and practices that are used by management in today's business environment. To operate successfully in this changing environment, organizations need supervisors with the managerial skills and creativity to turn uncertainty into opportunity. This course shows how to apply the principles of supervisory management to recognize and take advantage of those opportunities.

MSOL5903-8 Legal Issues in Human Resources Management (3 sem. cr.; 8 wks)

This course considers the relationships between employers, employees and independent contractors; policies such as testing at-will; employment and termination; Civil Rights Act compliance; and other regulations such as OSHA and collective bargaining.

OL7001B-8 - Conflict Resolution and Mediation (3 sem. cr.; 8 wks)

Leaders must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OL7002B-8 - Building Organizational Capacity (3 sem. cr.; 8 wks)

There are numerous definitions for the phrase "capacity building" within educational and leadership literature. For the purpose of this Doctoral level course, the term "building organizational capacity" will be used to describe a parallel universe, where both the students' capacity and the organization's capacity must be developed to achieve organizational goals. Students will analyze their own organization to assess internal and external capacity, reviewing all tangible and intangible portions of the organization to understand their individual and collective impact on achieving maximum effectiveness and productivity. Simultaneously, students will also critically evaluate their own role within the organization as it relates to building capacity.

OL7003B-8 - Leadership for Excellence (3 sem. cr.; 8 wks)

In this course students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.

OL7004B-8 - Theory and Practice of Organizational Leadership (3 sem. cr.; 8 wks)

In this course, students will examine in-depth leadership theories and their applications in current organizational settings. This course incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Topics include: leadership principals, ethical leadership, organizational culture, and reflective practice.

OL7005B-8 - Ethical Leadership (3 sem. cr.; 8 wks)

In this course, students gain a deep understanding of the complexity of moral dilemmas through critical analysis and application of ethical principles, as leadership is not an event, but a process that takes time. Interpersonal dynamics operating within an organizational structure and the systemic nature of such structures is examined. Students examine their own ethical profile, and how it impacts their communication with individuals and groups. This process includes oral, print, and electronic communications.

OL7007B-8 - Leader as Coach (3 sem. cr.; 8 wks)

In this course, students will examine coaching principles and theories along with their applications in leadership roles. This course incorporates the student's experiences and observations regarding leadership from both personal and professional environments. Topics include: competencies for coaches, coaching theories, assessment models, and case study analysis related to coaching.

OL7008B-8 - Executive Leadership in Nonprofit Organizations (3 sem. cr.; 8 wks)

In this course, students will examine the principles and practices of executive leaders in non-profit organizations. This course incorporates assessing leadership challenges, strategic planning, organizational capacity, fiduciary responsibilities, marketing and communication, and developing a SWOT analysis.

OLB7002-8 Building Organizational Capacity (3 sem. cr.; 8 wks)

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.

OLB7004-8 Theory and Practice of Organizational Leadership (3 sem. cr.; 8 wks)

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.

OLB7005-8 Ethical Leadership (3 sem. cr.; 8 wks)

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.

OLB7006-8 Leadership, Change, and Communication (3 sem. cr.; 8 wks)

Unless there is attention paid to change the leader becomes little more than a caretaker. Theories and practices related to change typically focus on tactical behaviors or linear approaches for managing change. In this course, students will examine the theories that underpin such approaches. Understanding the role of communication is essential.

OLB7007-8 Leader as Coach/Consultant (3 sem. cr.; 8 wks)

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.

OLB7008-8 Executive Leadership (3 sem. cr.; 8 wks)

Leadership strategies are often unique to a specific organizational sector (corporate, governmental, not-for-profit, etc.). In this course, students will examine cross-disciplinary leadership theories and strategies for their appropriateness to particular sectors. Students will also examine tactical aspects of leadership useful to particular organizational cultures.

PM4000-8 Introduction to Project Management (3 sem. cr.; 8 wks)

This course provides an introduction to the discipline of project management. The undergraduate student will explore techniques that managers apply to complete projects on schedule, within budgeted cost, and according to a specified scope. The student will be applying theory and knowledge based on the PMBOK® Guide to Project Management Body of Knowledge. Students will examine the operational framework of project management relating to the specified project and its life-cycle phases. The Signature Assignment for this course will be the development of a Project Management Office (PMO) plan.

PM6000-8 - Project Procurement Management (3 sem. cr.; 8 wks)

Project Procurement Management includes the processes necessary to acquire the materials necessary for the project team to perform their mission. This course includes contract management and the change control processes required to administer contracts or purchase orders issued by project team members.

PM6004-8 - Project Risk Management (3 sem. cr.; 8 wks)

Project risk is an uncertain event or condition that can have either a positive or negative effect on a project's objectives. This course includes the processes concerned with conducting project risk management planning, identification, analysis, mitigation and monitoring and control.

PM6008-8 - Project Monitoring and Control (3 sem. cr.; 8 wks)

In this course the student will explore the components of project monitoring and control measures in project management. Students will monitor project progress in order to identify variances from the project plan. Corrective actions will be identified in order to meet project objectives. Students will identify and quantify control concepts, pricing and estimating methodologies in order to incorporate these concepts in to a Quality Management Plan for the project.

PM6010-8 - Project Risk Management Research Project (3 sem. cr.; 8 wks)

This course provides students with an opportunity to do a real-world field study in Project Risk Management. The student will select a project that interests them and will apply this selection to the research project as the basis for their research and analysis. The course will be a culmination of all prior project management courses and will be the capstone of the project management specialization

PM6012-8 - Management of Multiple Projects (3 sem. cr.; 8 wks)

This course presents proven methods from a cross-section of industries for the management of a portfolio of projects. It will demonstrate multi-project management tools, techniques and methods. You will learn how successful businesses manage projects, how they set up multiple project management processes, what technologies are effective and how they allocate resources across various projects.

PM6016-8 - Earned Value Project Management (3 sem. cr.; 8 wks)

Earned Value is the accurate measurement of the authorized work physically accomplished plus management's budget for the completed work. This course presents the Earned Value technique which has been around for decades. It is discussed in this course as an effective technique to manage projects.

PM6020-8 - Management, Leadership and Team Building in the Project and Program Environment (3 sem. cr.; 8 wks)

This course will explore techniques and skills that can mitigate human resource problems in the project and program environment. Such problems can cause delays, erode quality, increase costs, and result in high levels of stress for everyone on the project team. This course will introduce and investigate soft skills utilized in management, leadership, and team building that can be applied to managing tough human resource issues.

PM7000-8 - Project Procurement Management (3 sem. cr.; 8 wks)

Doctoral students will examine strategies and materials necessary for the project team to perform their mission. This final assessment will incorporate contract management and the change control processes required to administer contracts or purchase orders.

PM7004-8 - Project Risk Management (3 sem. cr.; 8 wks)

This course examines project risk management planning strategies. students will identify, analyze, and suggest responses to processes regarding monitoring and control. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM7008-8 - Project Monitoring and Control (3 sem. cr.; 8 wks)

In this course students will explore the components of project monitoring and control measures to identify variances from the project plan. Students will assess project monitoring and the controls to be applied from a more theoretical viewpoint. The student will be researching theorists and key implementers in the field. Corrective actions will be formulated in a final assessment project.

PM7012-8 - Multiple Project Management (3 sem. cr.; 8 wks)

This course provides strategies from industries responsible for management of multiple projects. Students will utilize multi-project management tools, techniques and methods need to successfully manage allocated resources across various projects. Students will be evaluated on response to discussion questions, subject matter related to the activity and evaluated based on written research papers.

PM7016-8 - Managerial Budgets and Project Management (3 sem. cr.; 8 wks)

Budgets provide an accurate measurement of the authorized work physically accomplished plus a status of the management's budget for the completed work. This course presents the budgeting for a project and one tool that can be applied to measure project progress: the Earned Value Management technique. Earned value will be examined in this course as an effective technique to manage project budgets and express project progress.

PM7020-8 - Developing High Performing Teams in a Project Management Environment (3 sem. cr.; 8 wks)

This course focuses on developing high performing teams to mitigate people problems in the project management environment. Students will be assessed on their ability to research, conceptualize, and mitigate human capital problems and issues.

PM8010CAGS-8 - Project Management Capstone Project (3 sem. cr.; 8 wks)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate in a final research project.

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PUB5000-8 - Introduction to Public Administration (3 sem. cr.; 8 wks)

In this course, bureaucracy is examined at the federal, state, and local levels with particular focus on how government functions. Major emphasis will be on public policies and their implications for the society; such as, the effect of citizens' power on decisions related to public accountability, and making choices for the benefit of the society.

PUB5002-8 - Government and the Public Interest (3 sem. cr.; 8 wks)

This course is designed to deal with the issues of lobbying at the national and local levels. Student will examine the ways that government officials influence public opinion and the informative role that government plays on major social issues, using publicity, advertising, press agency, public affairs, issues management, investor relations, and development. Finally, the course offers the student to chance to develop a comprehensive public relations campaign.

PUB5005-8 - Public Budgeting and Finance (3 sem. cr.; 8 wks)

The major focus of this course is to acquaint the student with the administration and management of public funds for organizations in the public sector. Organizational units could be at local, state or federal levels, as well as in the private sector in the form of nonprofit organizations such as the United Way Agencies and a myriad of other organizations.

PUB5007-8 - Quality Management in Public Administration (3 sem. cr.; 8 wks)

Quality management provides governmental structures with foundational measures and approaches for better public service delivery. In this course, students are provided the opportunity to examine the principles and methods for implementing an effective Total Quality Management system in a governmental environment. Students are provided a variety of planning methods to design, manage, and sustain such a system. By differentiating between strategic planning and operational planning, students will define a vision of quality improvement and insures those efforts are appropriate and stay on track.

PUB5009-8 - Public Program Evaluation (3 sem. cr.; 8 wks)

[Program evaluation is the art and science of developing justifiable answers to a variety of questions dealing with beneficiaries and goals. Evaluators work with program staff and stakeholders to clarify a program's operational theory and goals, develop information to help tailor an intervention to a specific audience, document a program's specific activities, reach, and outcomes, and develop information about the impact of a program on a specific topic. Course activities will be focused on giving students hands-](#)

[on experience with specific research skills and tools required for effective program evaluation. Individual written assignments will build on each other over the course of the semester, culminating in a final presentation documenting your evaluation plan for a real-world project.](#)

PUB6010-8 - Public Administration Research Project (3 sem. cr.; 8 wks)

This course requires the graduate student to complete a set of progressive exercises regarding a specific subject area of Public Administration that incorporates analysis, synthesis, and evaluation of research methods. The student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, professional application, ethical implications, and fundamental areas of research methods and critiques in their chosen field of specialization. Evaluation of peer-reviewed journal articles will include case studies, research studies, real-world scenarios, reports, seminar proceedings, theories, practicum, postulates, and any other scholarly, peer-reviewed data that will complement the specific area of program emphasis.

PUB7000-8 - Public Administration (3 sem. cr.; 8 wks)

This course provides the student an opportunity to examine major ideas, developments, and figures in the field of American public administration. The course utilizes a historical approach to understanding the contextual influences of thinkers and movements related to public administration. Doctoral students will compare and contrast historical and current trends, and analyze the development of modern public administration and conditions affecting social, political, and applied management theories.

PUB7002-8 - Administrative Law (3 sem. cr.; 8 wks)

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.

PUB7004-8 - Urban and Regional Planning (3 sem. cr.; 8 wks)

Prerequisites: Fundamental requirement in General Management

This is a course in urban planning with an integrated overview of the theory, processes, and practices of modern strategic planning in the public and nonprofit sectors. Students will explore contemporary strategies, techniques, and tactics with a focus on the application of theory and public orientation of policy formulation process at the local level of government. This course is designed to provide a conceptual framework and

practical skills that will help students understand the role of public officials and the impact of public opinion within the broader scope of institutional planning and decision-making.

PUB7005-8 - Public Budgeting and Finance (3 sem. cr.; 8 wks)

*Prerequisites: Fundamental requirement in General Management

Budgets and financial resources are integral components of most management decisions, especially within governmental entities. This doctoral level course will examine budget formulation, implementation and execution systems, including local government financial statements; use of modern financial management technology, analysis and recommendation of improvements in governmental financial management. Budgeting and finance at the federal level differ from processes at the state, county, and local levels. Students will evaluate both managerial practices and politics that form budgeting and finance at the federal, state, and local levels of government.

PUB7012-8 - Technology in Public Administration (3 sem. cr.; 8 wks)

In this course, students examine the nature of information technology, its influence on public sector organizations and functions, and major issues stemming from information technology. The nature of information technology is better understood through an analysis of the external environment, or operating context, such as e-democracy, e-participation, and e-governance. This analysis is then complemented by an evaluation of the internal environment such as leadership, organizational change, and enterprise architecture. Finally, students will evaluate major functional issues within the information technology domain such as e-procurement, e-commerce, human resources, privacy, and information security.

PUB7014-8 - The U.S. Federal Government (3 sem. cr.; 8 wks)

In this course, students will explore the organization, function, operation, and politics of the United States Federal government. Students will examine the foundations and historical events of federalism by assessing each of the three major branches of the federal system. Students will examine the issues of liberty and civil rights as they relate to the political process. Finally, students will evaluate the role of campaigns, media, and interest groups which impact the government.

PUB8010CAGS-8 - Public Administration Capstone Project (3 sem. cr.; 8 wks)

The student will create a comprehensive research project that seeks to create a unique solution to a stated real or hypothetical defined topic approved by the faculty member. Research scope and definitions must be declared before the specific approved project can commence. Students will be assessed on demonstrated proficiency in designed assignments, which will culminate into a final research project.

SKS4001-8 - Comprehensive Strategic Knowledge Studies (3 sem. cr.; 8 wks)

In this capstone course, students will have the opportunity to run a multi-million dollar global company for 8 years in a simulation designed to give the students real-world business situations that require strategic decisions. The students will examine business concepts from a global perspective, include strategic planning, business trends, global laws and ethics, operations management in a global business, and global economics. Students will reflect on their business decisions and apply different business concepts as they relate to the global business environment.

SKS5001-8 - Comprehensive Strategic Knowledge Studies (3 sem. cr.; 8 wks)

In this course, students have the opportunity to gain foundational knowledge in fifteen different areas important to business and management including accounting, finance, law, ethics, marketing, global business, information systems, research, leadership, strategic management, operations management, human resources, organizational behavior, and micro and macroeconomics. This course serves as a foundation for success in future courses in the MBA program.

SKS7001-8 - Doctoral Comprehensive Strategic Knowledge Studies (3 sem. cr.; 8 wks)

Students will analyze and apply knowledge in 12 business areas necessary to address a wide variety of business-related situations. The focus of the course is demonstrating core proficiencies in the following business areas: Marketing, Business Finance, Accounting, Management, Legal Environment of Business, Economics, Business Ethics, Global Dimensions of Business, Information Systems, Quantitative Techniques and Statistics, Leadership, and Business Applications. The intent is not to introduce these core business concepts, but rather to verify a graduate-level threshold competency within each. The course includes a comprehensive case study that will allow students to demonstrate their competency within all 12 professional component areas.

OL5103-8 - Leading Change and Organizational Renewal (3 sem. cr.; 8 wks)

Students will explore the theoretical and practical underpinnings of educational organizational development. Particular emphasis is placed on examining and understanding the intrinsic role of mission, vision, purpose, and core values in the development of an organization. Students examine the leadership skills required in the development of an educational organization including planning, collaborating, training, and communicating. Students will also be introduced to external influences that impact organizational development.

GTD5011-8 - Introduction to Best Practices for Training and Presenting to International Audiences (3 sem. cr.; 8 wks)

In this course, students will investigate best practices for training and presenting to international audiences. There will be opportunities to analyze the role of culture and best practices. In addition, global training skills will be honed through application of practices relative to international training and presentation.

ED5012-8 - Leadership in Educational Organizations (3 sem. cr.; 8 wks)

This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.

ED5038-8 - The Art and Science of Adult Education (3 sem. cr.; 8 wks)

In this course, students will gain a knowledge base organized around four domains: professional attitudes; historical, social, and philosophical context; adult learning and development; and, organization and administration of adult programs. Topics include: adult learning theory, training and development, motivation, and learning modalities.

EL5006-8 - Adult Learning Theories (3 sem. cr.; 8 wks)

During this course, students will examine and develop the skills in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will identify the strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology-based instruction to make it more effective.

GTD5000-8 - Human Performance and Improvement (3 sem. cr.; 8 wks)

In this course, students will examine human performance and improvement. Topics include: performance improvement analysis, needs assessment, models of change, and performance models and interventions.

GTD5013-8 - Evaluating Training Programs (3 sem. cr.; 8 wks)

In this course, students gain knowledge of fundamental concepts, principles, theories, and techniques of training evaluation. The underlying value of such knowledge for global trainers is the ability to understand how and why particular training programs are effective or ineffective. Students will identify and clarify the training needs of organizations; select appropriate training approaches; and evaluate training outcomes.

AC5000-8 - Leadership in Coaching Today's Athlete (3 sem. cr.; 8 wks)

Coaches face a wide array of tough decisions and need effective leadership and management skills to plot a successful course for their schools. In this course, students will investigate the methods, principles, and decision-making responsibilities of a coach. Through readings, interactive discussions, and independent activities, students will have the opportunity to equip themselves with skills in leadership, management, communication, and curriculum development, and they will apply these skills by taking on the role of a head coach and tackling some of the problems involved in coaching student athletes in today's society.

AC5002-8 - Legal Aspects in Coaching (3 sem. cr.; 8 wks)

This Master's level course is designed to help Coaches develop knowledge, skills, and awareness of the law and how legal precedence relates to interscholastic sport settings. Students will discuss, explore, analyze, and create solutions to specific dilemmas found in athletics at the high school level. An emphasis will be placed on current events and practical applications.

AC5004-8 - Ethics in Sports (3 sem. cr.; 8 wks)

The purpose of this course is to promote critical examination of ethical issues and moral dilemmas that are inherently found within the coaching of sports. Students will explore, research, and analyze ethics and morality in an assortment of sports settings. Through readings, interactive platforms, and independent activities using multimedia, students will have the opportunity to develop self-awareness and knowledge of how to become character-driven, effective leaders. Students will develop an understanding of character-based educational athletics and will be challenged to examine personal philosophies, clarify values, and refine moral reasoning skills relative to athletic coaching.

AC5006-8 - Sport Nutrition (3 sem. cr.; 8 wks)

In this course, students will explore the principles, background, and rationale for current nutritional guidelines for athletes. Using a physiological basis, students will explore the science behind sport nutrition. Students will also develop a practical, comprehensive understanding as it relates to sport and the influence of nutrition on exercise performance, training, and recovery.

AC5008-8 - Coaching Psychology (3 sem. cr.; 8 wks)

In this course, students will explore the principles, responsibilities, and issues involved with the coaching and motivating the student athlete. Students will gain knowledge of the fields of Positive Psychology and Sport Psychology. Students will develop their

knowledge on strengthening a student athlete's daily performance and team achievement in athletics.

AC5010-8 - Performance Enhancement in Sport (3 sem. cr.; 8 wks)

In this course, students will be introduced to the exercise programming strategies of the National Strength and Conditioning Association. Students will be shown how a systematic approach to exercise program design uniquely blends the science of acute variables with the concepts of flexibility, cardio respiratory, core, balance, reactive, speed, agility and quickness and resistance training to develop safe and effective exercise programs for athletes in various sports.

AC5012-8 - Coaching Fundamentals of Speed Development (3 sem. cr.; 8 wks)

In this course, students will examine the trend of athletic performance with an emphasis on speed training. Students will be exposed to all aspects of speed training including the latest research on the topic. Special emphasis will be placed on speed and power training for the athlete.

AC5014-8 - Coaching Theory, Methods, and Issues (3 sem. cr.; 8 wks)

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.

CPW5010-8 - Wellness Coaching - Lifestyle Change (3 sem. cr.; 8 wks)

In this course, students will learn the fundamental theories related to research and practice in health education. Topics include: the roles of theory in health promotion; and human anatomy, physiology, nutrition, and kinesiology as they relate to applications in corporate wellness. Course mastery will be demonstrated by developing a wellness proposal.

CPW5011-8 - Wellness Leadership and Professional Development (3 sem. cr.; 8 wks)

In this course, students will be introduced to leadership strategies and successful wellness programs developed by organizations. Topics include: leadership strategies, professional development, and guidelines for developing and managing a corporate wellness program. Course mastery will be demonstrated by the creation of a wellness initiative.

CPW5012-8 - Business Aspects in Corporate Fitness and Wellness (3 sem. cr.; 8 wks)

In this course, students will learn about the foundations needed to foster positive financial implications for developing a corporate wellness program. Topics include: rising health care costs, developing a prevention strategy for better health, changing corporate culture to reduce risk factors, relating job satisfaction to corporate wellness and using innovation to enhance health measures. Course mastery will be demonstrated by building a business case for investing in the health of a company's employees by initiating a corporate wellness program.

CPW5013-8 - Worksite Health Promotion (3 sem. cr.; 8 wks)

In this course, students will learn the fundamental theories related to research and practice in health promotion within the workforce. Topics will include a comprehensive overview of worksite health promotion that illustrates the importance of today's workplace. Students will learn a step by step approach to planning, implementing, and evaluating corporate wellness programs.

CT5000-8 - Curriculum and Instructional Strategies (3 sem. cr.; 8 wks)

The purpose of this master's level course is to provide an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Students will learn to integrate theory and practice. Students will study accountability and high stakes testing, historical precedents, local and federal accountability rules. Students will be encouraged to distinguish between testing and accountability. Reflection and discussion will enhance deep understanding.

CT5003-8 - Principles of Teaching & Learning (3 sem. cr.; 8 wks)

The foundations of teaching and learning can be viewed from several perspectives. One such perspective includes the principles supporting the theories and models used today by educational practitioners; this course will focus on such principles. Students will contrast and evaluate the development, motivation, and transfer of learning processes and models. Students will also evaluate learning styles and metacognition for possible changes that can improve teaching practices. Finally, students will analyze the influence of emotional, social, and cultural contexts in order to make effective decisions that support school structures that enable student learning.

CT5004-8 - Foundations of Language & Literacy Education (3 sem. cr.; 8 wks)

This course will assist educators in learning more about the foundations of language development and the impact language acquisition has on literacy learning. Educators will be asked to reflect on their own understanding of language development and reflect on their teaching of language.

CT5010-8 Teaching, Learning, and Assessment Strategies and Principles (3 sem. cr.; 8 wks)

In this course, students will be provided an overview of theories, principles, practices, design, implementation, evaluation, and issues in curriculum and instruction. Topics include: curriculum design and development, curriculum standards, high stakes testing, historical precedents, reflection, the information processing model, and models of teaching and learning.

CT5011-8 Learning and Teaching Styles, Multiple Intelligences, and Ways of learning (3 sem. cr.; 8 wks)

In this course, students will be exposed to teaching and learning styles and theories. they will evaluation how students learn and investigate strategies that promote student learning in the PK-12 classroom. Multiple intelligences will be applied to the classroom

setting. Students will integrate and apply all course outcomes in a unit and lesson plan design.

CT5012-8 - Teaching Foundations for Language and Literacy (3 sem. cr.; 8 wks)

In this course, students will learn about the foundations and principles of language and literacy development in a child's early years. Theory, strategies, activities as well as a summative assessment are presented throughout this course to assist teachers in gaining a thorough perspective on promoting language and literacy fluency. Student will be asked to reflect on their own understanding of language development and reflect on their teaching of language.

CT5013-8 - The Classroom: Management and Organization for Student Achievement (3 sem. cr.; 8 wks)

In this Master's level course, students will be provided with models and strategies for effective classroom management for today's classroom. Students will investigate research-based instructional practices in classroom management. A classroom management system will be created. Methods for engaging students in the classroom will be explored. Classroom organizational tactics will be analyzed. Students will examine various ways to use discipline and conflict resolution strategies in the classroom. Theories regarding classroom management will be applied.

CT7000-8 - Developing Instructional Strategies and Curriculum (3 sem. cr.; 8 wks)

Students will contrast and analyze instructional strategies based on a framework of educational principles. Students will integrate and implement curriculum theories and models including differentiated instruction with the integration of technology supporting PK-12 instructional practices. Students will develop curriculum aligned to standards supporting current educational requirements. Current educational issues and trends will be addressed and recommendations for change in the PK-12 classroom will be presented.

CT7001-8 - The Role of the Teacher Practitioner (3 sem. cr.; 8 wks)

In this course, students will explore the process of teacher inquiry. Throughout the course, students will utilize the inquiry process on a particular classroom problem and identify possible data sources that could be used to gather more information about the problem. Students will be exposed to numerous examples of teacher inquiry, read relevant research, and apply their learning about the inquiry process for the development of their own personal action plans for classroom-based inquiry.

CT7002-8 - Identifying and Maximizing Learning/ Teaching Styles (3 sem. cr.; 8 wks)

The skillful use of learning and teaching styles requires familiarity with style models. CT7002 offers the doctoral student opportunities for the analysis and assessment of the

interactions at play within learning/teaching styles and brain-based strategies and applications. The doctoral student will become familiar with his or her own style and teaching models that engage diverse students. From that awareness, planning can include how to investigate and evaluate the responsible use of styles and strategies within effective teaching models plus the synthesis, application, and assessment of models within diverse learning contexts. The doctoral student will integrate insights for maximizing styles, teaching strategies, and assessments within a plan for developing best practices and continuing professional development.

CT7003-8 - Teaching and Learning Foundations (3 sem. cr.; 8 wks)

The foundations of teaching and learning can be viewed from several perspectives. Doctoral students will analyze the influence of emotional, social, and cultural contexts and evaluate those influences to make effective decisions that support school structures, which enable student learning. Topics include: learning theories and instructional models, effective teaching practices, multiple intelligences, and metacognition.

CT7004-8 - Language and Literacy Education (3 sem. cr.; 8 wks)

Language and Literacy Education will assist the doctoral student in learning about the processes of language development. Students will analyze the theory of mind and the processes of language and meaning development by reflecting on their own understanding of language. Doctoral students will assess specific literacy strategies to promote language development and analyze ways children learn words and concepts. Students will reflect on the impact of language acquisition on learning and teaching literacy. In addition, students will create strategies, lessons, and assessments designed for language and literacy.

CT7005-8 - Literacy: Focus on Curriculum (3 sem. cr.; 8 wks)

This class offers doctoral students opportunities to investigate and assess the issues and research related to literacy development and literacy curriculum development. Students will analyze principles and strategies that foster literacy development in the early grades and apply learnings to classroom curriculum and instruction. Theory, activities, and summative assessments aid the doctoral learner in the evaluation of literacy based learning and performance. Literacy achievement and best literacy teaching strategies are planned and implemented.

CT7006-8 - Multiple Intelligences (3 sem. cr.; 8 wks)

In this course, students will be introduced to Dr. Howard Gardner's theory of multiple intelligences (MI), and will evaluate how to differentiate curriculum to maximize its benefits for students. Students will analyze the options for evaluating and revising

assessment methods and tools to include MI theory in curriculum development. In addition, specific intelligences will be evaluated for their contributions to personal and professional development.

CT7007-8 - Leadership for Student Achievement (3 sem. cr.; 8 wks)

Students will learn how to develop the skills that are necessary to become effective educational leaders. Students will compare and contrast theories and theorists related to educational leadership in PK-12 schools. Strategies to motivate and build confidence in others through effective educational leadership will be explained. Appropriate communication skills of educational leaders will be determined. Students will explain how to manage change and improve performance through effective educational leadership. Appropriate ethics of educational leadership will be discussed.

CT7008-8 - Evaluation of Instruction (3 sem. cr.; 8 wks)

Students will evaluate various foundational aspects related to evaluating the effects of instruction on student learning. Topics will involve school accountability, instructional practices, and testing when assessing student performance.

ED5026-8 - Cognition, Emotion, and Motivation (3 sem. cr.; 8 wks)

This course will examine a comprehensive overview of the theories of human cognition, emotion, and motivation. This course will provide students with a solid understanding of the competing theoretical approaches and their applications to present social and cultural concepts. A contemporary view of research will be emphasized and upon completion, students will have a critical awareness of theories and research findings concerning diverse aspects of higher functioning in these areas.

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ECE5001-8 - Foundations of Early Childhood Education (3 sem. cr.; 8 wks)

In this course, students will examine the historical, theoretical, and developmental foundations of education for students in Pre-K through grade three. An emphasis will be placed on theoretical perspectives related to early childhood development, including students with exceptional needs and English Language Learners. Course activities include investigating a variety of historical and contemporary models, educational concepts, and practices essential to developmentally appropriate classrooms, delivery systems, and educational innovations. It is strongly encouraged that students pursuing a specialization in ECE take this as their first specialization course.

ECE5002-8 - Growth and Development of Young Children (3 sem. cr.; 8 wks)

Students enrolled in this course will explore theories and research related to the education of young children. The intellectual, social, emotional, and physical growth and development of infants, toddlers, and young children will be examined. Implications for the construction of developmentally appropriate early childhood education instructional programs will be a resulting focus.

ECE5003-8 - Administration of Early Childhood Programs (3 sem. cr.; 8 wks)

In this course, students will focus on the administrative development and implementation of early childhood programs for a variety of age groups and purposes. Curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures, and state guidelines/regulations are also addressed. Skills are gained through practical application of these topics.

ECE5005-8 - Children and Families in a Diverse Society (3 sem. cr.; 8 wks)

In this course, multicultural and anti-bias issues in early childhood settings are introduced. Students will explore culturally relevant methods for working with children and families. Upon completion of this course, students will have a comprehensive understanding of multi-cultural, bilingual, and anti-bias issues, and appropriate strategies for providing culturally relevant programs in an early childhood setting.

ECE5007-8 - Children's Literature (3 sem. cr.; 8 wks)

This course provides students with effective strategies for using literature to support emerging literacy skills. Students will explore a variety of criteria for selecting high-quality literature in all genres for infants, toddlers, preschoolers, and primary age children. Students will investigate strategies to support the development of children's language, cognitive skills, personality, social and moral development, and aesthetic and creative development. Upon completion of this course the prospective early childhood

educator will have a comprehensive understanding of high quality children's literature and its use as a teaching tool for literacy development in educational settings from infancy to age 8.

ECE5009-8 - Early Childhood Education Capstone (3 sem. cr.; 8 wks)

In this course, students will integrate and apply their learning of early childhood education in a comprehensive manner. Student will reflect on content from courses taken earlier in the program and develop a more in-depth understanding of the National Association for the Education of Young Children (NAEYC) standards, developmentally appropriate practices, center-based curriculum, and aspects of professionalism as they apply to early childhood settings.

ECE7001-8 - Topics in Early Childhood Education (3 sem. cr.; 8 wks)

This course presents an overview of early childhood education in American society, including currently respected theories and practical applications for educating the young child. Specifically, students will explore basic educational concepts and developmentally appropriate practices for children, pre-k – grade three, including children with exceptional needs. Historical and contemporary models and delivery systems are presented and innovations in instruction are discussed. It is suggested that students pursuing a specialization in ECE should take this as their first specialization course.

ECE7002-8 - Topics in Early Childhood Growth, Development, and Educational Programs (3 sem. cr.; 8 wks)

In this doctoral level course, students will explore theory and research related to the education of young children including societal changes and their influence on early childhood programs, the growth and the typical and atypical development of young children, and methods of studying children's behavior. Emphasis will be placed on the intellectual, social, emotional, and physical development of infants, toddlers, and young children and the impact of these factors on the development and management of quality early childhood education instructional programs.

ECE7003-8 - Topics in Early Childhood Program Administration (3 sem. cr.; 8 wks)

This doctoral course focuses on the development and implementation of early childhood programs for a variety of age groups and purposes. Specifically, curriculum development, materials, teaching strategies, evaluation, budgets, hiring procedures and state guidelines/regulations are addressed. Skills and competencies to implement the aforementioned concepts will also be addressed.

ECE7005-8 - Early Childhood Curriculum and Assessment (3 sem. cr.; 8 wks)

In this course, students explore the theory, research, and trends related to the curriculum and assessment of young children enrolled in early childhood education

programs. Developmentally appropriate early childhood lesson plans and activities will be explored and analyzed. Standardized and classroom assessments will be researched and evaluated.

ECE7007-8 - Early Childhood Literacy and Literature (3 sem. cr.; 8 wks)

In this course, students will discuss literacy development in early childhood education. Balanced literacy instruction including a comprehensive set of strategies designed to meet individual needs will be explored. Methods for developing reading and writing skills that are developmentally appropriate will also be investigated. Since knowledge of children's literature is essential for any early childhood educator, students will determine ways to select appropriate and motivating materials to enhance an early childhood literacy program. Emphasis will be placed on writing, spelling, and literacy development; motivating reading and writing; language and vocabulary development; the importance of family literacy partnerships; and analyzing, selecting, and responding to children's literature.

ECE7009-8 Families, Communities, and Schools as Partners in Early Childhood Education (3 sem. cr.; 8 wks)

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.

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CMP9400E - Doctoral Comprehensive Examination-Education (EdD) (3 sem. cr.; 12 wks)

In pursuit of a professional doctoral degree (EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) or Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

CMP9500E - Doctoral Comprehensive Examination- Education (PhD) (3 sem. cr.; 12 wks)

In pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization, and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

DIS9401E – DIS9440E Professional Doctorate (EdD) (12 credits minimum) (3 sem. cr.; 12 wks)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the professional doctorate degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral presentation. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least once every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DIS9501E – DIS9540E PhD Degree (PhD) (12 credits minimum) (3 sem. cr.; 12 wks)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

ED4000A, B, or C - Dynamics of Schooling in Elementary, Secondary or Special Education (3 sem. cr.; 8 wks)

This course uses critical thinking exercises to examine research-based instructional practices and procedures that teachers use to guide classroom activities designed to maximize and enhance student achievement. Students will develop an awareness of instructional strategies that shape effective classroom pedagogy and have a profound influence on students, including differentiated instruction, teaching English Language Learners, and using technology and web resources in instruction. Students will also evaluate instructional strategies as well as the effects of standards, professional development, and licensure on teacher effectiveness.

ED4001A - Foundations of School Leadership in Elementary Education (3 sem. cr.; 8 wks)

ED4001A has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED4001B - Foundations of School Leadership in Secondary Education (3 sem. cr.; 8 wks)

ED4001B has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED4001C - Foundations of School Leadership in Special Education (3 sem. cr.; 8 wks)

ED4001C has been designed to introduce students to the field of educational leadership. Its purpose is to assist prospective educational leaders to understand the

philosophical, historical, and organizational underpinnings of educational leadership. The course provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, organizing, implementing, and evaluating strategies designed to develop effective learning communities. Further, it prepares the students to understand and choose the most effective leadership, motivational, and decision-making strategies for the educational environment in which the student is engaged.

ED4002A - The Role of Teacher Leadership in Elementary Education (3 sem. cr.; 8 wks)

ED4002A provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective elementary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED4002B - The Role of Teacher Leadership in Secondary Education (3 sem. cr.; 8 wks)

ED4002B provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective secondary schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED4002C - The Role of Teacher Leadership in Special Education (3 sem. cr.; 8 wks)

ED4002C provides opportunities for students to investigate the implications of the leadership roles that teachers play as educators. As students explore various aspects of teacher leadership, including the roles of teacher leaders, leadership in effective schools, supporters of optimal school cultures, and teacher initiatives, they will consider ways to implement and evaluate change in their classrooms and their schools.

ED4003A, B, or C - Instructional Paradigms and Technology in Elementary, Secondary or Special Education (3 sem. cr.; 8 wks)

This focus of this course is threefold: 1) the student will examine the integration of technology in content-area instruction, 2) the student will investigate how authentic technology-supported student projects can be used in the classroom, and 3) the student will explore how technology can be used to support a cognitive approach to learning. PLEASE NOTE THAT THIS COURSE REQUIRES FIELD EXPERIENCE.

ED4004A, B, or C - Assessment of Student Learning in Elementary, Secondary or Special Education (3 sem. cr.; 8 wks)

Students will examine the foundations of assessment for student learning and explore the underlying principles of how assessments can enhance the learning process. Students investigate the underpinnings of assessments to improve their own teaching practice. This course is designed to present issues, ideas, and strategies pertaining to assessment and learning that align with current educational practices. This course requires field experience.

ED4005A, B, or C - School and Family Partnerships in Elementary, Secondary or Special Education (3 sem. cr.; 8 wks)

This course is designed to provide students with a comprehensive understanding of the scope and magnitude of collaborative relationships with their students' families. Students will have the opportunity to examine case studies of typical families and teachers, and descriptions of real, family-centered programs. The case studies portray the challenges and successes teachers can expect. Students will have the opportunity to reflect on their own personal attitudes and experiences. With an emphasis not only on the theoretical approach, but also the practical approach, the student will gain the knowledge to employ suggested strategies for success.

ED4006A - Safe Schools in Elementary Education (3 sem. cr.; 8 wks)

ED4006A is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in Elementary schools and classrooms. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools at the elementary level.

ED4006B - Safe Schools in Secondary Education (3 sem. cr.; 8 wks)

ED4006B is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in Secondary schools and classrooms. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools at the secondary level.

ED4006C - Safe Schools in Special Education (3 sem. cr.; 8 wks)

ED4006C is designed to provide students with a comprehensive understanding of the scope and magnitude of school safety and violence prevention measures in schools and classrooms for special education. Students will have the opportunity to examine effective school-based intervention strategies and levels of prevention, link interventions to assessment results, as well as monitor changes during intervention. Students will also examine social validity components as they relate to intervention procedures. Students will investigate practical and strategic plans to address traumatic events and how they relate to safe schools.

ED4007A, B, or C - The School as Learning Community in Elementary, Secondary or Special Education (3 sem. cr.; 8 wks)

The learning community paradigm is central to the development of improved pedagogy. Learning communities are effective models for improving schools and increasing student achievement. Professional development, collaborative groups, shared leadership, professional portfolios, and classroom evaluation all play a role in the design of a learning community. Once established, learning communities require work to sustain their value to the school.

ED4008A, B, or C - Teaching as Reflective Practice in Elementary, Secondary or Special Education (3 sem. cr.; 8 wks)

Reflection is a critical process that informs decision making and involves experience, research, discussion, and implementation. Teachers who use reflective practice are committed to continuous learning and improvement. This course will provide the student with an overview of the reflective thinking process and model, and will invite the student to reflect on personal characteristics and skills in preparation for providing effective professional growth, teaching methods, classroom strategies, and student learning.

ED4009A, B, or C - Educational Change Processes in Elementary, Secondary or Special Education (3 sem. cr.; 8 wks)

This course examines educational change and its implications and consequences for teachers and others involved in elementary education. Students will examine the change processes and understand the role teachers play in initiating, implementing or resisting educational change and reform. Participants will explore the key strategies and challenges of the change process in educational institutions and in organizations.

ED4010A, B, or C - Classroom Management in Elementary, Secondary or Special Education (3 sem. cr.; 8 wks)

In this course, students will acquire concepts, approaches, and tools for effective behavioral management in the secondary classroom. Students will survey the instructional approaches, resources, and techniques that create seemingly effortless lessons in spite of disruptive or violent behavior. Students will learn classroom management techniques necessary for effective secondary instruction, including

environment design, relationships with peers and teacher, family collaboration, establishment of expectations, classroom time management, organizing group and independent work, and student motivation. This course will guide the senior undergraduate students to confidence in fulfilling their professional and legal responsibilities on the first day of class and throughout their secondary teaching tenures. Minimizing unwanted learner behavior is an objective of secondary educators everywhere, and classroom management style through application is important to skillful pedagogy.

ED4011A-8 - Elementary Education with Technology (3 sem. cr.; 8 wks)

ED4011A-8 guides students preparing to teach through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education. Teachers have a need to learn and use the fresh and emerging technologies for their students who are using such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future teachers in the enhancement of learning, increase motivation and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives state-initiated technological standards, ideas and skills for distance learning, and best practices for integrating technology into teaching.

ED4011B-8 - Secondary Education with Technology (3 sem. cr.; 8 wks)

ED4011B-8 guides students preparing to teach through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education. Teachers have a need to learn and use the fresh and emerging technologies for their secondary students who are using such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future secondary level teachers in the enhancement of learning, increase motivation and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives, state-initiated technological standards, ideas and skills for distance learning, and best practices for integrating technology into secondary teaching.

ED4011C-8 - Special Education with Technology (3 sem. cr.; 8 wks)

ED4011C-8 guides students preparing to teach students with disabilities through the world of instructional technology. Educating students with the use of technology is becoming progressively more important to all levels of education, even in special education. Teachers have a need to learn and use the fresh and emerging technologies for their students with disabilities who can then learn to use such technologies to complete homework, socialize, and eventually to succeed as workforce professionals. This course will guide future teachers in the enhancement of learning, increase

motivation and engagement, improve accessibility, individualize education, and expand communication with parents and stakeholders through technology. In this course, students will learn theoretical perspectives, state-initiated technological standards, ideas, and skills for distance learning, and best practices for integrating technology into teaching students with disabilities.

ED5001-8 - Contemporary Issues in Education (3 sem. cr.; 8 wks)

In this Master's level course, students will examine the major contemporary issues impacting education. Students evaluate the issues, attempt solutions, and develop personal professional positions. In a broader context, the education profession is affected by numerous and diverse issues that are highly political, emotional, and complex. It is imperative that students understand the issues; the effects the issues have on the profession, as well as formulating a personal response to the issues.

ED5008-8 - Teaching Diverse Students (3 sem. cr.; 8 wks)

In this course, students will address the nature of cultural diversity, its sources, and its importance to educators. Students will understand how to adapt instructions to the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture. Topics include: multicultural education, diversity, cultural diversity, the achievement gap, and strategies for diverse learners.

ED5012-8 - Leadership in Educational Organizations (3 sem. cr.; 8 wks)

This Master's level course is about effective leadership in educational organizations. It is particularly relevant for practicing school administrators, those who desire to become administrators, and classroom teachers who recognize the importance of leadership to positively impact schooling in our nation. Students pursuing a specialization in Educational Leadership are advised to take this as their first course of study.

ED5013-8 - School Finance (3 sem. cr.; 8 wks)

In this course students will develop an understanding of and practical experience with the major concepts and tools in school finance. Students will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

ED5015-8 - School Safety (3 sem. cr.; 8 wks)

In this course, students will be introduced to a set of standards that educators can use to evaluate their school's safety plan and procedures. The course also addresses several theoretical perspectives through which students can come to understand school

safety. Topics include: positive cultures and climates, emergency/crisis management plans, bullying, safety partnerships, and strategic safety planning.

ED5016-8 - Instructional Supervision and Leadership (3 sem. cr.; 8 wks)

The purpose of this course is to examine the theoretical framework and practical applications of instructional leadership within the economic, social, political, and educational context of schooling. This course proposes a concept of supervision and leadership designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual needs. Emphasis is placed upon the student gaining a clear understanding of the interrelatedness among supervision and leadership, instruction, and assessment.

ED5022-8 - Educational Policies and Practices (3 sem. cr.; 8 wks)

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.

ED5023-8 - Multicultural Relationships in Educational Organizations (3 sem. cr.; 8 wks)

The effects of cultural diversity on organizational behavior in an educational environment are complex and powerful. In this course students explore the definition of diversity and the role of schools in achieving a more diverse society. Students also examine perspectives on race, language, culture, gender, and disability in educational settings from a perspective of educational leadership.

ED5026-8 - Cognition, Emotion and Motivation (3 sem. cr.; 8 wks)

This course will examine a comprehensive overview of the theories of human cognition, emotion, and motivation. This course will provide students with a solid understanding of the competing theoretical approaches and their applications to present social and cultural concepts. A contemporary view of research will be emphasized and upon completion, students will have a critical awareness of theories and research findings concerning diverse aspects of higher functioning in these areas.

ED5029-8 - Measurement and Assessment in Education (3 sem. cr.; 8 wks)

In this course, students will acquire the fundamental concepts, principles, and techniques of educational measurement and classroom assessment. Students acquire competence in the planning and development of informal classroom assessments and

the evaluation of standardized tests. Topics include: criterion-referenced tests, norm-referenced tests, informal observations, portfolios, and alternative means of assessment.

ED5031-8 - Policy and Politics in the Administration of Education (3 sem. cr.; 8 wks)

Students enrolled in this course will explore the latest in research in the politics and policies in education. Special emphasis is placed on governance, curriculum and standards, accountability, community relations, finance, and school choice. Students will address topics in this class such as how to interact with business leaders, local institutions of higher education, boards of education and community leaders, parents, and other stakeholders. Internal and external issues such as relationships with colleagues and team members will also be explored.

ED5034-8 - School Community Relations (3 sem. cr.; 8 wks)

This course introduces educators to essential competencies and considerations needed to build and sustain positive, productive relationships with members of school communities and the external communities in which schools reside. Emphasis is placed on the development of effective communication policies and practices to instill public confidence in community schools, improve school quality, and improve student learning.

ED5036-8 - Innovation and Change (3 sem. cr.; 8 wks)

In this course, students will explore various change theories, and best practices for successful implementation in the workplace. Issues of visioning, coalition building, creating and promoting change agenda, and building capacity for change are also examined. Opportunity to investigate one's personal reaction and response to change is highlighted.

ED5038-8 - The Art and Science of Adult Education (3 sem. cr.; 8 wks)

In this course, students will gain a knowledge base organized around four domains: professional attitudes; historical, social, and philosophical context; adult learning and development; and, organization and administration of adult programs. Topics include: adult learning theory, training and development, motivation, and learning modalities.

ED5040-8 - Leadership for Learning Communities (3 sem. cr.; 8 wks)

In this course, students will explore current and future leadership strategies and current trends and issues. Students will also analyze their own and others' paradigms and leadership styles, and determine best practices to promote positive social change. Topics include: change theory, change agents, and leadership in learning organizations.

ED5041-8 - Adult Learning Strategies to Improve Organizational Efficacy (3 sem. cr.; 8 wks)

In this course, students will gain a knowledge base of professional strategies to use in the organization and administration of adult learning experiences. Students will identify the differences between traditional and adult learners and evaluate factors that facilitate adult learning. In addition, students will understand how strategies applied based on adult learning theory ultimately improve organizational effectiveness.

ED5042-8 - Intercultural Communication (3 sem. cr.; 8 wks)

In this course, students will examine communication theory, cultural history, cultural identity, worldviews, and values. Topics include: intercultural communication, stereotypes, nonverbal communication, workplace communication, cultural structure, and diversity.

ED5044-8 - Technology and a Vision for the Future (3 sem. cr.; 8 wks)

In this course, students evaluate strategies to become agents of change in the field of technology and learning. Students will be introduced grant writing, management of a technology budget, leadership strategies within an organization, software for multimedia authoring, concept mapping, and office productivity. Additionally, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated.

ED6002-8 - Action Research Project Capstone (3 sem. cr.; 8 wks)

This graduate course emphasizes practical research skills utilized by education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to student pursuing the Master of Education.

ED6003-8 - PK-12 Specialization Action Research Capstone (3 sem. cr.; 8 wks)

This graduate course emphasizes practical research skills utilized by PK- 12 education practitioners. Students will develop an action research project based on the scientific method and concepts. The culminating product will reflect critical thinking, graduate level writing skills, and correct APA format. This course is open only to students pursuing the Master of Education in the PK-12 specializations – Sports Management, Athletic Coaching, Early Childhood Education, Educational Leadership, Special Education, English Second Language, Instructional Leadership, or Curriculum and Teaching.

ED7004-8 - School Law (3 sem. cr.; 8 wks)

In this course, students will address legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school activities. Students will also review legal process, structures of the law, legislation/ litigation, and practices to avoid.

ED7005-8 - Language Arts and Reading (3 sem. cr.; 8 wks)

In this course, students are introduced to research-based instruction that effectively prepares each candidate to deliver a balanced, comprehensive program of instruction in reading, writing, and related language arts. A balanced approach to reading/language arts instruction includes explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language backgrounds.

ED7008-8 - Educating a Diversity of Students (3 sem. cr.; 8 wks)

As the United States continues to experience increasing cultural diversity, today's educators must appraise, assess, and argue the best means to reach diverse and exceptional students. Additionally, individuals differ in gender, sexual orientation, age, physical, and mental abilities. Students will choose and compare different means to address the nature of cultural diversity, its sources and importance to educators. Finally, students will organize, plan, prepare and write instructions that a district might use to meet the needs of diverse students, taking into consideration epistemological and axiological perspectives unique to each culture.

ED7011-8 - Leadership in Human Assets (3 sem. cr.; 8 wks)

This foundational course focuses on managing and leading human capital. The placement of the proper people in positions in any institution is of utmost importance. Learning how to assess knowledge and skills and then match that information with job placement is essential for business and educational success. Additionally, the students in this course will understand how to assess the work of employees and how best to reward and develop necessary skills sets to achieve the institution's goals. This course will promote student acumen to practice different styles and techniques of HR leadership, development and management.

ED7012-8 - Educational Leadership (3 sem. cr.; 8 wks)

In this course, students will be presented to an examination of contemporary theories, models, concepts, and practices for efficient approaches to leadership within an educational organization. Students will study how to effectively apply these concepts to educational settings. Topics include time management, philosophy, principles of an effective leader, and leadership styles.

ED7013-8 - Financial Issues in Schools (3 sem. cr.; 8 wks)

This course is designed to introduce and explore concepts in school finance and school business management. Specifically, the course content will cover school finance and school business practices as it pertains to the national, state, and local practices.

ED7014-8- Practices in School Organization (3 sem. cr.; 8 wks)

In this course, students will examine the organizational structure of schools and school systems, their relationships to and effects on school programs, teaching strategies, testing and measurement, and the evaluation of programs in schools. The student will consider the way schools are organized around time, space, and other resources. Organizational dynamics will be explored and there will be an opportunity to engage operational factors that influence the school climate including human resources, organizational outreach, and capacity. Finally, students will explore stakeholder participation in organizational practice.

ED7015-8 - Safety Issues for Educators (3 sem. cr.; 8 wks)

The content of this course provides educators with the skills and information to analyze safety data, plan for both school safety interventions and procedures and to manage crises in an educational setting. Topics include school safety, crisis management, intervention plans, and community safety partnerships.

ED7016-8 - Supervision and Leadership in Schools (3 sem. cr.; 8 wks)

In this course, students will explore real world experiences, and common challenges encountered by school leaders. During this course, students study the organizational behavior in schools, which emphasizes the practical relevance of educational leadership in this new era of accountability and high-stakes testing. Topics include: development theories and collaborative planning models for enhanced professional practice which includes; distributed leadership, professional learning communities, parental involvement, and sustainable leadership to impact student growth.

ED7017-8 - Systems Dynamics (3 sem. cr.; 8 wks)

In Systems Dynamics, doctoral students will explore the knowledge, skills, values and attitudes needed to manage public service organizations strategically. Using a systems theory perspective, students will examine organizational structures and processes for organizational change. In this course, students will be prepared to be current and future managers of public educational organizations in leadership roles.

ED7022-8 - Policies and Practices in Leadership (3 sem. cr.; 8 wks)

In this course, students will focus on research, theory and philosophy in developing powerful schools that educate all children well, grades K through 12. Students will learn about various school reform efforts, policies and politics behind various local, states,

and federal efforts, and be able to draw upon the educational change and leadership literature to develop their own process and design for better schools.

ED7025-8 - Foundations in Educational Change (3 sem. cr.; 8 wks)

This course focuses on the dynamic relationships between education and a variety of social, institutional, economic, and cultural changes processes. Students will evaluate how broader events and trends affect the structure and purpose of educational systems. They will also argue the positive and negative recent changes in systems of the schooling experience and predict future changes within the educational enterprise.

ED7030-8 - Development of Organizational Leadership (3 sem. cr.; 8 wks)

In this course, doctoral students will explore classic and contemporary approaches to organizational development. Students will explore preferred communication styles, cultivate relationships, develop strategies, and evaluate optimal strategies for organizational growth. Finally, students will be introduced to the doctrines of organizational development, theory, and techniques.

ED7035-8 - Curriculum Supervision (3 sem. cr.; 8 wks)

In this course, students are introduced to theories, principles, practices, and issues in curriculum supervision. Students will develop the skills and knowledge required to design and manage curricula resources and delivery to ensure congruence among the written, taught, and tested curricula. The course also explores issues of equitable instructional programs, materials, and products that support student achievement and institutional goals.

ED7036-8 - Innovation for Change (3 sem. cr.; 8 wks)

In this course, students will employ creative skills, manage innovation, and hone techniques to promote imaginative and flexible change strategies. Change involves knowledge, understanding, and commitment from administrators and cannot be construed as an event, but rather a process. Further, change involves working with a diverse group of people and striving to motivate others to muscle through change as it is needed. Leaders must work with a community and use change to implement desirable changes. This course will prepare doctoral students to negotiate the world of education innovation and change.

ED7053-8 - Education Specialist Capstone Project (3 sem. cr.; 8 wks)

ED7053 is the culmination of the EdS program. In this course students will have the opportunity to demonstrate the synthesis of knowledge in the Education Specialist program through the design of a real-world problem solving project. The project should be based on research and/ or fieldwork and must demonstrate an approach to addressing the problem through application of theory. Additionally, within this course

students will complete a reflective self-assessment of their learning throughout the program.

EDC5001-8 - Making the Shift to Teaching and Learning Online (3 sem. cr.; 8 wks)

In this course, students will examine the online delivery method of education and the necessary shift in educator pedagogy. This course will focus on the online delivery environment, communication methods that prove successful in the virtual classroom, student's virtual experiences, and developing supplements to existing curriculum.

EDC5002-8 - Developing Outstanding Classroom Culture in an Online Environment (3 sem. cr.; 8 wks)

In this course, students will examine creating positive online learning environments. This course will focus on online classroom culture, the use of discussion forums to encourage student collaboration, and use of praise as well as other methods to increase student engagement and response. Students will demonstrate mastery through a synthesis of methods to create and maintain a successful online classroom culture.

EDC5003-8 -Developing Outstanding Instructional Practices in an Online Environment (3 sem. cr.; 8 wks)

In this course, students will examine instructional practices for the online learning environment and develop a best practices guide for the online learning environment. In this new and constantly evolving online learning platform, continuously improving instructional methods and practices ensures a successful learning experience for both the learner and the teacher.

EDC5004-8 -Developing Outstanding Assessment Practices in an Online Environment (3 sem. cr.; 8 wks)

In this course, students will examine assessment practices in an online learning environment. The focus of the course will be on how to use rubrics to normalize grade results, use feedback to increase student engagement, and use feedback to increase student retention. Course mastery will be demonstrated through organization of an online faculty handbook.

EDC5020-8 -Using Professional Learning Communities and Other Tools to Create a Culture of Innovation (3 sem. cr.; 8 wks)

In this course, students will explore the elements which impact achievement and knowledge of the structure of Professional Learning Communities. Topics include: organizational culture, collaboration, and professional development. Course mastery will be demonstrated through organization of a Professional Learning Community for an educational setting.

EDC5021-8 - Taking Aim: How Great Schools use Data to Inform Great Teachers (3 sem. cr.; 8 wks)

In this course, students will discuss how important the use of data can be to the creation of better informed teachers, better teaching practices, and, ultimately, better student learning. Students will analyze data to provide professional development to teachers, organize teachers into PLCs, and create school improvement plans. Course mastery will be demonstrated through the creation of a decision-making guide for school leaders.

EDC5022-8 - Promoting Excellence in Teaching I: Steps towards Better Performance in the Classroom (3 sem. cr.; 8 wks)

In this course, students will look at the necessary steps involved to improve performance in the classroom. Students will use observations to increase instructional efficiency, design teacher professional development plans, identify teacher strengths, and design professional development plans which meet the needs of current teachers. Course mastery will be demonstrated through the creation of a teacher observation/professional development plan.

EDC5023-8 - Promoting Excellence in Teaching II: Steps towards Refinement and Continuous Improvement (3 sem. cr.; 8 wks)

In this course, students will explore steps toward refinement and continuous improvement. Students will identify intervention techniques for continuous improvement, develop a long term plan for school improvement based on achievement, and design a teacher series of observation checklists for teacher observations. Additionally, students will apply knowledge of the use of PLCs to increase student achievement. Course mastery will be demonstrated through the creation of a school improvement plan which is based upon student achievement.

EDC5030-8-Making the Shift: Understanding English Language Arts in Common Core (3 sem. cr.; 8 wks)

In this course, students will be introduced to the development of the English Language Arts Common Core Standards. Students will analyze the structure of the standards and the clustered content strands spiraled throughout the K-12 curriculum. Students will also explore the purpose and development of the standards and the primary shifts from previous standard initiatives. Course mastery will be demonstrated through a peer presentation of background, structure, and analysis of the Common Core Standards.

EDC5031-8 -Improving Instruction: Applying English Language Arts in the Common Core I (3 sem. cr.; 8 wks)

In this course, students will gain an understanding of the emphasis placed on how improving instruction has become much more standardized with the introduction of the Common Core Standards. Students will work with the English Language Arts standards

and apply this knowledge to lesson writing and delivery. Students will demonstrate mastery by designing a unit lesson plan using a cluster of standards identifying prerequisite skills and future content skills.

EDC5032-8 - Improving Instruction: Applying English Language Arts in the Common Core II (3 sem. cr.; 8 wks)

In this course, students will learn on how to improve instruction using the Common Core Standards. Students will work with the English Language Arts standards and apply this knowledge to assessments and assessment writing. Students will demonstrate mastery by developing an assessment plan using a cluster of standards which includes formative and summative assessment.

EDC5033-8 - Excellence and Innovation: English Language Arts in the Common Core and Long Term Improvements (3 sem. cr.; 8 wks)

In this course, students will analyze the English Language Arts Common Core standards and their potential impact on student achievement. The standards will be examined in relation to implementation, response to intervention, and professional learning communities.

Students will demonstrate mastery by developing a long term school improvement plan that will include the application of professional learning communities to increase professional development and student achievement.

EDL5004-8 - School Law (3 sem. cr.; 8 wks)

Students in educational leadership roles need a working knowledge of school law, especially as it pertains to the rights of students and teachers. Concepts addressed in this course focus on a history of the legal system and the federal government's role in setting public school policy. Topics include student rights regarding free speech, search and seizure, due process, and discipline. Policies regarding teacher certification, academic freedom, due process rights, anti-discrimination, and employment considerations will also be addressed. The course "School Law" is critical to understanding the basic structure and guidance that governs school boards, schools, administrators, teachers, and students.

EDL5013-8 -School Finance (3 sem. cr.; 8 wks)

This course will provide students with an understanding of and practical experience with the major concepts and tools in school finance. The course will cover the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide students with an understanding of the general principles of education finance that can be applied in any setting.

EDL5033-8 - School Based Leadership (3 sem. cr.; 8 wks)

In this course, students are provided the leadership concepts and skills needed to be dynamic, innovative, and adaptive school leaders. One of the major roles of school leaders is to cultivate the development of a culture that promotes learner-centered schools. In a learner-centered school, there is a shared responsibility of leadership among the entire school staff that fosters the creation of authentic learning communities. This course offers students the opportunity to explore the authentic learning communities from a shared – school based leadership perspective.

EDL5035-8- Supervision of Curriculum (3 sem. cr.; 8 wks)

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.

EDU7002-8 – Educational Research Methodology (3 sem. cr.; 8 wks)

The purpose of this course is to enable students to gain a holistic understanding of the research process and examine the most common research designs used in educational research. In this course, students are prepared to make thoughtful and wise choices about their dissertation research project or capstone project through the exploration of different research design options.

EDR7100 – Scholarly Literature Review (3 sem. cr.; 12 wks)

Students will develop scholarly literature review writing skills. The course emphasizes how to: (a) conduct a research literature search; (b) develop a scholarly synthesis of research literature; (c) organize research literature around identified required topics, including the problem, purpose, and theoretical perspectives of the study; and (d) focus on developing a scholarly narrative supporting all points of view of the study. The overarching goal of this course is for students to understand and model how to create a scholarly literature review that avoids bias, focusing on the topics of the student, and addresses all of the required components of a literature review.

EDR7101 – Statistics I (3 sem. cr.; 12 wks)

In this course, students will learn how to use statistical analyses in research. Foundational topics covered include frequency distributions, z-scores, probabilities, hypothesis testing, confidence intervals, exploratory data analysis, power analyses, t-tests, correlations, bivariate regression, analyses of variance, and the chi-square test. Although students will complete many computations by hand, they will also use statistical software to analyze data. Students will build their independent scholarly skills by enhancing their scientific and statistical literacy. Therefore, the emphasis will be on understanding the data; comprehending statistical concepts; analyzing, interpreting, and critically evaluating statistical information; and communicating statistical information and knowledge.

EDR7104 – Introduction to Measurement (3 sem. cr.; 12 wks)

This course provides the fundamentals of qualitative and quantitative measurement and serves as a primary overview of basic concepts and methods of measurement as applied to practical problems in education. This course also serves as an introduction to the Advanced Quantitative Design and Measurement and Advanced Qualitative Design and Measurement courses. Topics and concepts discussed in this course include the history and levels of measurement, reliability and validity, the trustworthiness of qualitative research, norms and percentiles, item and instrument construction, interview and questionnaire guides, and bias and ethics associated with tests and data collection. In addition to introducing the basics of measurement, this course is meant to improve

independent scholarly skills through the engagement of scientific literacy as it pertains to the student's primary area of focus and appropriate research design methodology.

EDR7103 - Research Methods (3 sem. cr.; 12 wks)

Students will develop a foundation for understanding research methods and their application. Students will critically analyze existing research literature related to applying research methods to studies. Students will investigate the theoretical and practical foundations of the primary research methodologies used in educational research, specifically qualitative, quantitative, and mixed methods. Topics will include the ethics of research, data collection and analysis techniques, and issues of reliability, validity, trustworthiness, and rigor. Emphasis will be placed on identifying criteria for a quality research project and whether a research study is aligned and cohesive. Students will have the opportunity to explore topics of interest from different research perspectives (e.g., quantitative, qualitative) with the goals of helping students understand the applications of educational research and begin to clarify their future research course plan.

EDR7105 – Advanced Qualitative Design and Measurement (3 sem. cr.; 12 wks)

Students will be provided a focused examination of the research methods used in qualitative inquiry, with particular emphasis on problem/issue alignment and suitability of the research question for qualitative design. This course will cover the principles behind qualitative research, the elements that characterize a qualitative study, techniques used to improve the trustworthiness of the study, the role of the researcher and participant in qualitative research, and the various methods used to frame a qualitative study. A number of qualitative methodologies and data collection and analysis methods will be discussed. Students will develop a mock qualitative research proposal as the signature assignment. Note, however, this proposal does not constitute a capstone document in the dissertation process; rather it is an opportunity to test ideas and receive feedback in preparation for the dissertation phase of the program.

EDR7106 – Advanced Quantitative Design and Measurement (3 sem. cr.; 12 wks)

Doctoral students will gain an in-depth knowledge of quantitative research design and measurement. A detailed understanding of the unique elements of developing a quantitative research study, with particular emphasis on problem, purpose, research question, and hypothesis development and alignment will be presented. This course approaches the topic of quantitative research design from both abstract and practical perspectives, encouraging students to become competent creators of consumers of quantitative research by exploring how quantitative information is generated, evaluated, summarized, and represented. A series of assignments will be presented involving various critical aspects of quantitative research design and measurement, leading to the development of a "mock" quantitative research proposal as the signature assignment.

EDR7109 – Mixed Methods Research (3 sem. cr.; 12 wks)

This course is designed to provide students with the foundational knowledge to accurately design and implement a mixed methods study. The philosophical foundation behind the mixed methods approach, the debates about the approach, reliability and validity concerns, and the steps and considerations when designing a mixed methods study will be presented throughout this course.

EDR7110 – Program Evaluation (3 sem. cr.; 12 wks)

This course provides an overview of program evaluation research, from needs assessment through the communication and utilization of findings. Various research methods and corresponding designs will be applied to program evaluation research as well as the utilization of formative and summative assessments. Within the program evaluation process, students will engage in a critical review of previous related research, understand the importance of stakeholder input, and apply major principles when researching the effectiveness of an existing educationally related program.

EDR7111 – Case Study Research (3 sem. cr.; 12 wks)

Students will be prepared to use case study research methods by conducting a small-scale study on a topic/project of interest. The course will prepare students to define appropriate case study research questions, to employ suitable data collections and analysis strategies, and to evaluate case research of credibility, transferability, dependability, confirmability, and understand how to apply findings to practice.

EDR7112-8 Action Research (3 sem. cr.; 12 wks)

This course is designed to prepare students who desire to use action research methods and as an opportunity for students to prepare to conduct research on topics/projects of interest to education scholars. The primary goal of action research is to solve a problem that will lead to improvement in individual or organizational practice. In addition to developing an action research proposal, students will gain knowledge about the theoretical, philosophical, epistemological, and political considerations surrounding action research, specifically in educational environments. Students will gain an understanding of the cyclical nature of action research. Student researchers in this course will be prepared to understand the unique role of the researcher in action research, the importance of stakeholders, to define appropriate action research questions, and to evaluate action research studies critically.

EDR8100 - Scholarly Literature Review (3 sem. cr.; 12 wks)

Students will develop scholarly literature review writing skills. The course emphasizes how to: (a) conduct a research literature search; (b) develop a scholarly synthesis of research literature; (c) organize research literature around identified required topics, including the problem, purpose, and theoretical perspectives of the study; (d) specify gaps in the existing research knowledge base to support the need for future research; and (e) focus on developing a scholarly narrative supporting all points of view of the

study. The overarching goal of this course is for students to understand and model how to create a scholarly literature review that avoids bias, focusing on the topics of the study, and addresses all the required components of a literature review in a dissertation.

EDR8103 - Research Methods (3 sem. cr.; 12 wks)

Students will develop a foundation for understanding research methods and their application. Students will critically analyze existing research literature related to applying research methods to studies. Students will investigate the theoretical and practical foundations of the primary research methodologies used in educational research, specifically qualitative, quantitative, and mixed methods. Topics will include the ethics of research, data collection and analysis techniques, and issues of reliability, validity, trustworthiness, and rigor. Emphasis will be placed on identifying criteria for a quality research project and whether a research study is aligned and cohesive. Students will have the opportunity to explore topics of interest from different research perspectives (e.g., qualitative, quantitative) with the goal of helping students understand the applications of educational research and begin to clarify their future research course plan.

EDR8101 - Statistics I (3 sem. cr.; 12 wks)

Foundational knowledge will be provided to become a critical consumer of statistical-based research literature as well as develop the necessary skilled set to complete a quantitative dissertation. Even if a qualitative study is planned for the dissertation, as a trained scholarly research, basic knowledge of statistics analyses will be needed to understand and conduct various types of studies. This is one of many course in the research sequence designed to develop independent scholarly research skills. Students will build their independent scholarly skills by enhancing their scientific and statistical literacy. The emphasis will be on understanding the data, comprehending statistical concepts, analyzing, interpreting, and critically evaluating statistical information, and communicating statistical information and knowledge. Some computations will be completed manually and others using SPSS, a statistical software package, to analyze data. The final or signature assignment will provide a culminating learning experience, applying the statistical skills presented throughout the course.

EDR8102 - Statistics II (3 sem. cr.; 12 wks)

Students will learn advanced statistics principles and how to apply them to research studies. Students will be provided with an overview of how researchers use advanced statistical analyses in research, including multiple regression, factorial analysis of variance, moderation, mediation, analysis of covariance, multivariate analysis of variance, and analysis of repeated measures. Some computations manually while the majority of statistical analysis will be performed using SPSS. The focus involves helping students build independent scholarly skills with an emphasis on understanding the data; comprehending and evaluating more sophisticated statistical concepts; and communicating the results of this statistical information.

EDR8104 - Introduction to Measurement (3 sem. cr.; 12 wks)

Students will understand the fundamentals of qualitative and quantitative measurement including basic concepts and methods of measurement as applied to practical problems in education. Topics and concepts discussed in this course include the history and levels of measurement, reliability and validity, the trustworthiness of qualitative research, norms and percentiles, item and instrument construction, interview and questionnaire guides, and bias and ethics associated with tests and data collection. In addition to introducing the basics of measurement, this course is meant to improve independent scholarly skills through the engagement of scientific literacy as it pertains to the student's primary area of focus and appropriate research design methodology.

EDR8105 - Advanced Qualitative Design and Measurement (3 sem. cr.; 12 wks)

This course is designed to provide students with a focused examination of the research methods used in qualitative inquiry, with particular emphasis on problem/issue alignment and suitability of the research question for qualitative design. The major theories and philosophies defining qualitative research, the elements characterizing a qualitative study, the techniques used to improve the trustworthiness of the qualitative results, the role of the researcher and participant within qualitative research, and the various designs used to conduct a qualitative study will be discussed. Students will complete a mock qualitative research proposal as the signature assignment. The final, culminating assignment will serve as an opportunity for students to receive feedback on their application of qualitative research skills in preparation for their dissertation.

EDR8106 - Advanced Quantitative Design and Measurement (3 sem. cr.; 12 wks)

Doctoral students will gain an in-depth knowledge of quantitative research design and measurement. A detailed understanding of the unique and critical elements of a quantitative research study, with particular emphasis on problem, purpose, research question, and hypothesis development and alignment will be presented. This course approaches the topic of quantitative research design from both abstract and practical perspectives, encouraging students to become competent creators and consumers of quantitative research by exploring how quantitative information is generated, evaluated, summarized, and represented. A series of assignments will be presented involving various critical aspects of quantitative research design and measurement, leading to the development of a "mock" quantitative research proposal as the signature assignment.

EDR8109 - Mixed Methods Research (3 sem. cr.; 12 wks)

This course is designed to provide students with the foundational knowledge to accurately design and implement a mixed method study. The philosophical foundation behind the mixed methods approach, the debates about the approach, reliability and validity concerns, and the steps and considerations when designing a mixed method research project are presented throughout this course.

EDR8110 - Program Evaluation (3 sem. cr.; 12 wks)

This course provides an overview of program evaluation research, from needs assessment through the communication and utilization of findings. Various research methods and corresponding designs will be applied to program evaluation research as well as the utilization of formative and summative assessments. Within the program evaluation process, students will engage in a critical review of previous related research, understand the importance of stakeholder input, and apply major principles when researching the effectiveness of an existing educationally related program.

EDR8111 - Case Study Research (3 sem. cr.; 12 wks)

This course is designed as a laboratory in which you can prepare to use case study research methods by conducting a small-scale case study on a topic/project of interest to education scholars. The course will prepare students to define appropriate case study research questions, to employ suitable data collection and analysis strategies, and to evaluate case research for credibility, transferability, dependability, and confirmability.

EDR8112 - Action Research (3 sem. cr.; 12 wks)

This course is designed to prepare students who desire to use action research methods and as an opportunity for students to prepare to conduct research on topics/projects of interest to education scholars. The primary goal of action research is to solve a problem that will lead to improvement in individual or organizational practice. In addition to developing an action research proposal, students will gain knowledge about the theoretical, philosophical, epistemological, and political considerations surrounding action research, specifically in educational environments. Students will gain an understanding of the cyclical nature of action research. Student researchers in this course will be prepared to understand the unique role of the researcher in action research, the importance of stakeholders, to define appropriate action research questions, and to evaluate action research studies critically.

EDU5000-8 - Foundations for Graduate Study in Education (3 sem. cr.; 8 wks)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master's degree in Education. Graduate level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU7001-8 – Advanced Scholarly Writing (3 sem. cr.; 8 wks)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as papers, annotated bibliographies, and practice preparing those formats appropriate to their degree. The student will also develop techniques for following APA form and style and avoiding plagiarism.

EDU7101-8 - Foundations for Doctoral Study in Education (3 sem. cr.; 8 wks)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU8000-8 - Foundations for Doctoral Study in Education (3 sem. cr.; 8 wks)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a doctoral degree in Education. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

EDU8001-8 - Advanced Scholarly Writing (3 sem. cr.; 8 wks)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings.

The student will become familiar with various writing and communication formats, such as papers, annotated bibliographies, and practice preparing those formats appropriate to their degree. The student will also develop techniques for following APA form and style and avoiding plagiarism.

EL5001-8 - Introduction to Principles and Practices in E-Learning (3 sem. cr.; 8 wks)

In this course, students will receive an introduction to the teaching and learning strategies in the e-learning environment. Students will examine the basic foundations of e-learning, instructional principles used to develop effective online courses and materials, and the assignments and assessments that are used in e-learning. Students will design a professional development or corporate training activity based on best practices in e-learning.

EL5002-8 - Introduction to E-Learning Instructional Strategies (3 sem. cr.; 8 wks)

In this Master's level, students will be introduced to the strategies necessary to facilitate teaching and learning practices in the e-learning environment. Students will also examine the development of effective online learning facilitation skills, understanding theories of learning to accommodating various learning styles, conducting effective online class discussions, monitoring the progress of students, guiding collaborative online learning activities, and administering online assessment and evaluations.

EL5003-8 - Instructional Design Strategies (3 sem. cr.; 8 wks)

In this course, students are introduced to instructional and design strategies for authentic online activities in the fields of education and training. The use and understanding of the ADDIE Model will provide a foundation for students and assist in developing effective online activities for an online course. Topics include: online student and instructor competencies, building an online community, pedagogical models, authentic online activities using technology, and survey development.

EL5006-8 - Adult Learning Theories (3 sem. cr.; 8 wks)

During this course, students will examine and develop the skills in identifying, analyzing, and planning for the diversity in adult learning behaviors. Students will identify the strategies for developing critical thinking and reflective practice in adult students. Students will evaluate the principles of adult learning theory and how they can be used in the design of technology-based instruction to make it more effective.

EL5007-8 - Ethics and Legal Issues (3 sem. cr.; 8 wks)

This Master's level course will examine potential legal and ethical issues involved in online classes and programs. Ethical principles that relate to copyright, intellectual property, negligence, fair use, and privacy will be explored. This course will provide educators with a general framework for addressing issues such as ownership of electronic course materials, determining whether a work is in the public domain, and the

proper use of copyrighted works at a distance. Prevention of plagiarism in the digital environment will also be addressed.

EL5009-8 - Mobile Devices for Teaching and Learning (3 sem. cr.; 8 wks)

In this course, students will receive an introduction to teaching and learning using mobile devices. This course will present a conceptual and theoretical foundation for implementing mobile devices into the curriculum including exploration, examination, and evaluation for the efficacious use of mobile devices in the classroom. Students will analyze related mobile technology processes and techniques for effectively using these devices. Students will also explore the structural aspects, pedagogical issues, curriculum design, psychological and group dynamics, ethical and social issues, as well as the practical issues of using mobile devices.

EL7001-8 - Principles and Practices in E-Learning (Foundation Course) (3 sem. cr.; 8 wks)

Students are introduced to the essential elements in the field of e-learning. Students will develop an understanding of the principles, philosophies, best practices, approaches, technologies, and delivery models used by practitioners in the field of e-learning. The various needs e-learning practices can meet and the best ways to effectively implement e-learning into academic environments will also be explored.

EL7002-8 - E-Learning Instructional Strategies (3 sem. cr.; 8 wks)

This course serves as an introduction to instructional learning strategies using information and communication technologies. Students will develop effective online learning facilitation skills such as establishing a safe learning environment for learners, accommodating various learning styles, conducting effective online class discussions, monitoring the progress of learners, guiding collaborating online learning activities, and administering online assessment and evaluations.

EL7003-8 - Instructional Design and Engaging E-Learning Activities (3 sem. cr.; 8 wks)

In this course, students will examine instructional design in an online education and training environment. Students will evaluate the relationship between instructional design and the use of various technologies. Applications of practical skills are introduced for the design and development of best experiences. Students will design activities and learning experiences for e-learning classes.

EL7004-8 - The Online Learner (3 sem. cr.; 8 wks)

In this course, students are introduced to key issues and practical guidance for working with students in an e-learning environment. Examination of the basic characteristics of students and the factors that are critical to the success of the online student including

the student-centered, co-facilitator environment; the instructor's role in the e-learning environment, student evaluation; and student and course assessment.

EL7006-8 - Facilitating Adult Learning Online (3 sem. cr.; 8 wks)

In this course, students will assess pedagogical learning theories and paradigms in teaching and learning and the impact on adult learning. Integration of effective adult learning principles in an online learning environment. Emphasis will be placed on theory into practice. Students will acquire skills necessary to create online communities of adult learners.

EL7007-8 - Developing Online Content Ethically and Legally (3 sem. cr.; 8 wks)

Students are provided a foundation in cyber law and the varied legal and ethical issues that pertain to the use of technology in organizations. Students will examine and evaluate issues involving plagiarism, public domain, copyright protection, infringement, and protection while developing online content. Emphasis will be placed on gaining a clear understanding of the law in order to make decisions about the use of online tools and content.

EL7008-8 - Online Learning Communities in an Online Course (3 sem. cr.; 8 wks)

Online discussions and interactions in online learning environments are a key component of any course delivered via distance learning. This course will help students develop skills and techniques to design and facilitate effective online discussions. Students will focus on the use of asynchronous discussion tools as well as synchronous tools that are found in most e-learning platforms. Assessment and evaluation strategies of synchronous and asynchronous activities will also be examined.

EL7010-8 - Online Learning for the PK-12 Students (3 sem. cr.; 8 wks)

In this course, students will examine the potential that the Internet offers to students in Grades K-12. Students will explore the challenges and the opportunities of Web-based learning in the K-12 environment as well as the questions that surround the key issues involved in successfully incorporating the wide-range of Web-based learning opportunities for the K-12 classroom, including technology, content, and implementation.

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ESL5001-8 - Foundations of Instruction for Non-English Language Background Students (3 sem. cr.; 8 wks)

This course establishes the rationale for English as a Second Language and bilingual education, preparing reflective practitioners and educational leaders to address issues and concerns critically and analytically in the classroom. It provides a comprehensive survey of bilingual/ESL strategies for non-English language background students while expanding the student's understanding of best educational practice. Students will explore models of bilingual education and language development.

ESL5003-8 - Assessment of Linguistically Diverse Students (3 sem. cr.; 8 wks)

In this course, students will focus on the most pressing needs for teachers of linguistic minority students in an English instructional context. In addition, the course will cover the assessment of English language proficiency for linguistic minority students, and multiple measures for the academic assessment of linguistic minority students in classrooms. Topics include: language assessment tools, scales of assessment, graphic organizers, portfolios, and instructional modifications.

ESL5005-8 - English as a Second Language (3 sem. cr.; 8 wks)

In this course, students gain knowledge of traditional and current identification and assessment practices in bilingual and English as a Second Language (ESL), and English for Speakers of Other Languages (ESOL) in education. The course also analyzes and synthesizes methods and techniques for language, academic assessment, and placement through speaking, reading, interpersonal, and technology of linguistically diverse students in English and native language.

ESL5006-8 - ESL and Bilingual Instructional Methodologies (3 sem. cr.; 8 wks)

This course focuses on instructional strategies and methodologies for the bilingual-bicultural student. The course covers teaching oral language and literacy skills (reading/writing) and the integration of culture in reading and writing in the content areas. Students will explore teaching in multicultural context for oral language development, adapting and developing lesson designs and materials, facilitating the reading process, coaching the developing second language writer, and strategies for teaching literature.

ESL7001-8 - Instructional Practices (3 sem. cr.; 8 wks)

This course examines the principles and theoretical base of ESL instruction as they relate to improving instructional practices. Students will investigate theories of language acquisition and language teaching. Emphasize will be placed on research findings and

students will recommended practices and articulate a professional philosophy of instruction.

ESL7002-8 - Cultural Diversity (3 sem. cr.; 8 wks)

In this course, students will obtain awareness of both the cognitive knowledge, analysis, and synthesis skills necessary to reflectively interact with and/or serve or lead culturally diverse populations. This course will particularly emphasize effective leadership knowledge, skills, attitudes, and dispositions that are essential in effective professional relationships. Additionally, it will focus on those whose diversity is cultural and who are more likely to be encountered by the students taking the course.

ESL7003-8 - Evaluation of Diverse Students (Doctoral) (3 sem. cr.; 8 wks)

In this course, students will focus on practices in assessing K-12 learners from diverse cultures and with diverse abilities. Students in this class learn assessment practices that lead to plans for supporting age appropriate development in ways that are individually and culturally relevant for families and practitioners and that are consistent with current recommended practices in the field of K-12 education.

ESL7004-8 - Bilingual Instructional Methods (3 sem. cr.; 8 wks)

In this course, students will be provided a framework for instruction of students whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for students growing up in a bilingual world.

ESL7005-8 - Developing Curriculum for ESL Students (3 sem. cr.; 8 wks)

This course prepares ESL teachers to develop curriculum for their students. It includes a general overview of curriculum design, the basics of second language curricular needs and how to adapt the content curriculum for ELL students, with emphasis on integrating language and content by means of thematic units. Different types of ESL programs and plans will be studied. Students will also learn how to evaluate and adapt materials for ELL students.

ESL7007-8 - Second Language Foundations (3 sem. cr.; 8 wks)

The course will prepare teachers to assess the needs of English Language students (ELL) and develop curriculum materials and effective teaching methods for ELLs enrolled in both Structured English Immersion programs and mainstream classes. Students will examine critically the theoretical foundations and recent research findings that inform second language classroom practices.

GTD5000-8 Human Performance and Improvement (3 sem. cr.; 8 wks)

In this course, students will examine human performance and improvement. Topics include: performance improvement analysis, needs assessment, models of change, and performance models and interventions.

GTD5005-8 - Introduction to Successful Global Training Techniques (3 sem. cr.; 8 wks)

This course explores basic principles of global training and development in corporate and educational settings. Students will explore best practices to uncover links that can be made to increase the value of global training and development in light of leader expectations. Topics will include diversified training approaches, differentiated and accelerated learning concepts and theories, and successful classroom and web strategies that can be utilized successfully in a global context.

GTD5007-8 - The Role of Technology in the Global Training Marketplace (3 sem. cr.; 8 wks)

In this course, students will explore the impact of rapidly changing technology and the challenges of integrating these technological tools into the global training marketplace. This course will prepare students to identify strategic reasons to implement web-based training, provide tools for best-practices evaluation, and synthesize diverse elements of technology-driven training.

GTD5011-8 - Introduction to Best Practices for Training and Presenting to International Audiences (3 sem. cr.; 8 wks)

In this course, students will investigate best practices for training and presenting to international audiences. There will be opportunities to analyze the role of culture and best practices. In addition, global training skills will be honed through application of practices relative to international training and presentation.

GTD5013-8 - Evaluating Training Programs (3 sem. cr.; 8 wks)

In this course, students gain knowledge of fundamental concepts, principles, theories, and techniques of training evaluation. The underlying value of such knowledge for global trainers is the ability to understand how and why particular training programs are effective or ineffective. Students will identify and clarify the training needs of organizations; select appropriate training approaches; and evaluate training outcomes.

GTD5019-8 - Trainer as Consultant in the Global Marketplace (3 sem. cr.; 8 wks)

In this course, students will develop an understanding of ways to create value, improve productivity, and deliver change to global organizations. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. Activities will focus on the process of consultation and the various approaches to assisting global organizations as an inside or outside professional.

GTD7000-8 - Human Performance: Paradigms and Possibilities (3 sem. cr.; 8 wks)

In this doctoral level course, students will assess issues and trends that impact employee performance in multi-national and global organizations. Students will evaluate models and theories that lead to successful training initiatives and improve the overall performance of employees and organizations.

GTD7005-8 - Strategic Links for Successful Global Training (3 sem. cr.; 8 wks)

In this Doctoral level course, students will assess the intersection of organizational strategy and global training and development. Students will explore best practices in strategic training, methods used to align training activities with business goals, and design a complete strategic training plan.

GTD7007-8 - The Role of Technology in the Global Training Marketplace (3 sem. cr.; 8 wks)

This doctoral level course is designed to provide a frame-work for analysis, implementation, and evaluation of technology based training solutions. Students will explore the varying models and tools used in computer and web-based interventions as well as investigate the challenges of integrating these technological tools into the global training marketplace. Special emphasis will be paid to the role of evaluation throughout the decision to use and implement technology based solutions in global training and development.

GTD7011-8 - Best Practices for Training and Presenting to International Audiences (3 sem. cr.; 8 wks)

International audiences present experienced trainers with unique challenges. Understanding the best practices in training and presenting to international audiences is key in the success of global training. In this doctoral course, students will evaluate the impact of global performance culture, best practices in training design and engagement, and cross cultural training.

GTD7013-8 - Evaluating Training Programs (3 sem. cr.; 8 wks)

In this doctoral course students will analyze methods and models used to evaluate training initiatives. Students will assess the critical components of successful training by exploring professional training programs and methods of evaluation. This course is

designed provide a framework for evaluating the concepts, principles, theories, and techniques of training evaluation. In this course, students will identify and clarify the training needs of organizations; consider approaches to training evaluation; design a complete evaluation plan.

GTD7019-8 - Trainer as Consultant in the Global Marketplace (3 sem. cr.; 8 wks)

In this course, doctoral students will analyze ways to create value, improve productivity, and deliver change in global and multi-national organizations. This course is designed to focus on the process of consultation, and the various approaches to assisting global organizations as an outside professional. Models of consulting are presented for consideration and topics including management, ethics, tools, and techniques are addressed. The doctoral student will assess methods to contract with an organization, provide effective diagnosis and feedback, design interventions, and continue to synthesize relevant literature.

RC5000 - Introduction to Academic Writing (3 sem. cr.; 8 wks)

The purpose of this course is to introduce international graduate students to the Northcentral University Academic Writing Process through a series of discussions and assignments that lead graduate students through invention and prewriting, drafting, and revising. This course culminates in a portfolio presentation that charts the graduate student's Academic Writing Process and identifies areas in need of further growth and attention. This course emphasizes the practice and development of English idiomatic phrasing.

RC5001 - Graduate Writing Review (3 sem. cr.; 8 wks)

The purpose of this graduate-level course is to introduce Graduate students to the Northcentral University Research and Writing Process. This course contains a series of discussions and assignments that lead students through all aspects of research and evaluation, prewriting, drafting, and revising. This course focuses on academic discourse and style. This course culminates in a portfolio presentation of the student's Academic Research and Writing Processes.

IE5001-8 - Introduction to Global and Comparative Education (3 sem. cr.; 8 wks)

In our global world, it is increasingly important for educators to have an understanding of the theories of comparative education, national analysis, and the tools to apply global transfer and borrowing. In this course, students will develop the skills needed to be effective educators in a global society. Graduate students will explore the connections between diverse educational systems and evaluate various theories of comparative education. In addition, students will debate the legitimacy of comparative education as a field of study and analyze the intersection of culture and education. Because comparative education requires an interdisciplinary approach of study, students will engage a wide cross-section of inquiry to develop a deeper understanding of global educational trends.

IE5003-8 - International Education Concepts and Theory (3 sem. cr.; 8 wks)

Students will explore concepts and theories of education systems around the world, including the cultural and historical bases of these systems and the spread of educational trends across the globe. Alternative theories and definitions of development, as expressed in international education institutions, will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.

IE5005-8 - International Organizations in Global Education (3 sem. cr.; 8 wks)

This course introduces graduate students to global education organizations. As educators become more knowledgeable about global education and better understand the policies and foundations of diverse cultures and educational systems, they will better be able to work with and assist other professionals with whom they previously had no connection. Students will explore diverse topics ranging from International Baccalaureate Programs to methods of contextualizing international higher education.

IE5007-8 - Conflict Resolution in an International Context (3 sem. cr.; 8 wks)

In this course, students will examine the conceptual underpinnings of peace and conflict resolution and the paradigmatic models of conflict resolution. Substantive inquiry into a variety of peace building approaches on local, national, and global levels will also be explored. Students will develop the knowledge and appreciation of the theoretical, conceptual, and methodological breadth of the conflict resolution in an international context.

IE5013-8 - Globalization and Educational Change (3 sem. cr.; 8 wks)

In this course, students will explore the theories and practices to effect positive global educational change. With a focus on pre-primary, primary and secondary education, students will examine practices that reflect how globalization is impacting learning and teaching. This includes gaining research practice in conducting interviews. Ultimately, students will be encouraged to act as change agents ready to examine education from a global perspective.

IE5021-8 - Education and National Development (3 sem. cr.; 8 wks)

In this course, students will explore the development of education nationally and internationally, and will make cross-national comparisons. Students will examine education in developed and emerging nations with a comparative perspective, including comparisons of school practice, teacher training, and policies that influence the provision of education, and challenges of educating citizens in transitional societies.

IE7001-8 - Introduction to Global and Comparative Education (3 sem. cr.; 8 wks)

This doctoral level course introduces learners to theories of comparative education, cross-national comparative analysis, global educational transfer and borrowing, and the relation between culture and education. Through this course, learners will begin to develop the knowledge, skills, and tools needed to be effective educators of global and comparative education. Students will understand the commonalities, differences, and connections between global and comparative education, and the meaning and significance of globalization in the field of education. Learners will comprehend, through reading and class assignments, the global dimensions of several crucial contemporary issues, including the hopes of global cooperation, and the complexity of educational accountability, authority, and professionalism. This course will underline the necessity of an interdisciplinary approach to understanding these complex issues.

IE7003-8 - Culture, Society, and Education in Comparative Perspective (3 sem. cr.; 8 wks)

In this course, students will explore and analyze international and comparative education, with a focus on methods, foundational theories, and resources specific to conducting international, educational research and exploring culture, society and education with a comparative perspective.

IE7005-8 - International Organizations in Global Education (3 sem. cr.; 8 wks)

In this course, students will be introduced to global education organizations. Students will explore some of the diverse organizations that are engaged in international education, and learn about key guiding initiatives, policies and standards. This course also provides a good orientation for those who anticipate working with or for international organizations.

IE7007-8 - International Education Leadership (3 sem. cr.; 8 wks)

In this course, students will explore theory and practice to inform leaders in education. Students are introduced to institutions involved with the education of diverse communities as well as educational development in diverse global settings. Students will focus on building leadership skills in international education with a special emphasis on practices, strategies, and techniques that can be adapted to intercultural/multicultural contexts.

IE7009-8 - Education in Conflict and Emergencies (3 sem. cr.; 8 wks)

In this doctoral level course, students will examine the theoretical underpinnings and practical challenges of education in difficult circumstances – in the context of conflict, emergencies and in a post-conflict environment. This includes the exploration of frameworks and strategies used today by education systems as well as international organizations and NGOs that often provide such services. Students will also explore education as a development strategy, including three overarching concepts: education as protection, education as a humanitarian response, and education as post-conflict reconstruction. This course also explores the impact that conflict has on formal systems of education, and the provision of education for refugees. Students are also introduced to key strategies and techniques that are frequently cited and used by educational planners delivering education in difficult situations. In conclusion, students are asked to conduct their own research to develop a deeper understanding of education in difficult circumstances.

IE7013-8 - Globalization and Educational Change (3 sem. cr.; 8 wks)

In this course, students will examine cross-cultural efforts to effect positive global educational change. Students will also explore theories of globalization as well as practices that are effecting positive global educational change. In particular, this course looks at international education policy to solidify students' knowledge of globalization and its impact on international education. Students will also have the opportunity to explore the impacts of globalization on the education systems at home.

IE7017-8 - International Education Concepts and Theory (3 sem. cr.; 8 wks)

Students in this Doctoral level course will explore that underpin education systems around the world, including the cultural and historical bases of these systems and the global spread of educational trends. Alternative theories and definitions of development as expressed in international education institutions will be evaluated. Students will be required to consider the challenges of reform and unique practices in international contexts. In addition, students will integrate an understanding of diverse educational perspectives through the evaluation of worldwide educational systems.

IE7021-8 - Global Perspectives on Ethical Issues (3 sem. cr.; 8 wks)

In this course, students will address ethical issues confronting education from a global perspective, including both comparative and transnational points of view. It will address

cross-border issues such as educational inequality, the role of culture, ethics in teaching, as well as how technology, economics and conflict impact ethics in education. Finally, the course will address ethical issues for teachers and educational administrators.

IL5000-8 - Instructional Leader as Creator of Learning Culture (3 sem. cr.; 8 wks)

In this course, students explore the knowledge, skill sets and behaviors that enable instructional leaders to establish and sustain professional learning cultures. Students will have the opportunity to expand their knowledge base per curriculum and its function(s) in educational settings. Students pursuing a specialization in instructional leadership will take this as their first course.

IL5001-8 - Instructional Leader as Advocate and Decisioner (3 sem. cr.; 8 wks)

In this course, students examine the role of instructional leader as that of advocate and decision maker. The importance of this particular role is grounded in the realization that the instructional leader articulates the vision that reflects the mission, core values, beliefs, and purpose of the educational enterprise. Additionally, the instructional leader's role as advocate is to support the development and maintenance of high standards of performance and achievement. As decision maker and standard bearer for the enterprise, the instructional leader models the way and leads by example.

IL5002-8 - Instructional Leader as Community Conduit (3 sem. cr.; 8 wks)

In this course, students will investigate diverse leadership approaches to effective community engagement. Mastery is attained by creating a needs assessment to evaluate the strength of family, school, and community partnerships. Topics include: Professional Learning Communities, public relations, mission and vision, and instructional leadership roles and responsibilities.

IL7000-8 - The Culture of Learning (3 sem. cr.; 8 wks)

In this course, doctoral students will explore ways of creating a culture of learning while engaging in instructional leadership tasks. Through course activities, students will explore topics including technology integration, philosophically sound curriculum decision-making, visionary leadership traits, and curriculum management.

IL7001-8 -1 Leader as Advocate and Decision Maker (3 sem. cr.; 8 wks)

In this course, doctoral students will engage the complex decision-making concepts and processes while reflecting on staff development and instructional supervision. Topics include: teacher perceptions, instructional leadership, supervisory behaviors, instructional support and strategies, collaborative characteristics and presentation technology.

IL7002-8 - Leader as Community Advocate (3 sem. cr.; 8 wks)

Instructional leaders must forge relationships with stakeholders in the community to build effective learning organizations. In this doctoral course, students will evaluate the skills necessary to engage stakeholders in partnerships that enhance educational operations at all levels. Students will discuss methods to develop professional learning communities and evaluate the theories and research related to learning communities and instructional leadership.

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LHE5004-8 - The Organization of Higher Education (3 sem. cr.; 8 wks)

In this course, students will receive an introduction to the classical theories, traditional models, and contemporary readings regarding approaches and structures relative to organizational governance in higher education. Topics to be covered include organizational theory, governance models, campus climate, institutional change, and diversity.

LHE5005-8 - Exploring Legal Issues in Higher Education (3 sem. cr.; 8 wks)

In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education. Topics include: academic freedom, liability for student behavior, separation of church and state, antidiscrimination statutes and academic discipline.

LHE5008-8 - Financial Issues in Higher Education (3 sem. cr.; 8 wks)

This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.

LHE5009-8 - A History of Higher Education (3 sem. cr.; 8 wks)

In this course, students are introduced to the historical origins of higher education in the United States. Significant periods in the development of higher education in this country are covered, as well as the evolution into today's contemporary and complex system of higher education. Topics include: education models, progressive movements, federal higher education acts, community colleges, access, diversity and opportunity.

LHE5010-8 - Topics in Higher Education (3 sem. cr.; 8 wks)

This course explores areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with faculty to create a self-directed study plan on a topic appropriate for master's-level study.

LHE5011-8 - Leadership for Higher Education (3 sem. cr.; 8 wks)

The purpose of this course is to provide an introduction to the nuances of higher education leadership and theory. Emphasis will be given to the practical application of higher education leadership theories in the academic and administrative roles of an institution of higher education.

LHE5013-8 - The Community College (3 sem. cr.; 8 wks)

This course provides a general and introductory understanding of curricular issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development and management as well as assessment.

LHE7004-8 - Organization and Governance of Higher Education (3 sem. cr.; 8 wks)

In this course, doctoral students will analyze and evaluate theories, models, and readings on approaches and structures for governing higher education organizations. This course is intended to help students understand the competencies and training necessary to undertake various operational and leadership roles. Doctoral students will gain a sound understanding of complex college and university organizations and develop a working understanding of the elements of organizations which comprise contemporary social systems. Students will explore major forces, issues, and themes which influence American society and in turn affect colleges and universities.

LHE7005-8 - Legal Issues in Higher Education (3 sem. cr.; 8 wks)

In this course, students will develop a fundamental understanding of the importance of legal issues in higher education and their impact on individual rights and responsibilities as well as those of institutions of higher education.

LHE7006-8 Student Affairs Leadership (3 sem. cr.; 8 wks)

In this course, students will study the evolution and current practices of student affairs development, management, and leadership in higher education. Topics include: philosophical, historical, conceptual, and research foundations of the profession; cultural and organizational contexts of student affairs; mission and vision; and current trends in campus demographics and student experience in student affairs development.

LHE7007-8 - Strategic Enrollment Leadership (3 sem. cr.; 8 wks)

In this course, students will learn the best principles and practices for leading recruitment, enrollment management, and institutional advancement efforts. Students will focus on effective enrollment management and leadership, recruitment, retention, institutional advancement, student service, targeted communication, applying technology to enrollment management and developing an institution-wide strategic enrollment process. Students have the opportunity to customize this course to their particular professional setting and goals.

LHE7008 - Higher Education Finance (3 sem. cr.; 8 wks)

This course will provide students with an overview of financial issues applicable to higher education in the United States. Students will engage a broad foundation of theory, practice, research, and policy of higher education economics. Topics will include societal investment in higher education, methods of finance, costs of higher education, and budgeting concepts.

LHE7010-8 - Current Trends and Topics in Higher Education (3 sem. cr.; 8 wks)

In this course, students will explore areas of interest in higher education. Often these areas are new topics of special interest to higher education. At times, areas of higher education that are receiving attention nationally will be highlighted through this course. Students will work with instructors to create a self-directed study plan on a topic appropriate for doctoral level study.

LHE7011-8 - Foundations of Higher Education Leadership (3 sem. cr.; 8 wks)

Higher education leadership occurs in an environment of ambiguity and constant change. Leaders must be able and willing to embrace uncertainty, continually learning, and develop a deep understanding of their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, in higher education. Emphasis will be given to the practical application of higher education leadership theories and the academic and administrative roles of an institution of higher education. Students will explore best practices to uncover links that can be made to increase the value of higher education practices.

LHE7012-8 - Strategic Planning & Institutional Effectiveness in Higher Education (3 sem. cr.; 8 wks)

In this course, students will explore institutional and programmatic planning in tandem with the concern for institutional effectiveness. A major goal of this course will be to ensure an understanding of and appreciation for the range of approaches that can be taken to strategic planning, explicitly linking all strategies with the principles and best practices that support the drive toward institutional effectiveness.

LHE7013-8 - Community College Curriculum and Program Development (3 sem. cr.; 8 wks)

In this course, students will receive a general and introductory knowledge of curricular and leadership issues in a community college setting. Students will explore issues related to the community college curriculum relative to program development, student services, and leadership as well as assessment.

LHE7014-8 - Introduction to the Community College (3 sem. cr.; 8 wks)

In this course, students will gain knowledge of the history, nature, and purpose of American community colleges with emphasis on college funding, leadership, staffing, service learning and the importance of the mission, vision, and values. Mastery is attained through developing a strategic plan addressing a current/recent college challenge.

LAHE7000-8 - Introduction to Learning and Knowledge Analytics (3 sem. cr.; 8 wks)

Students will be introduced to the history and evolution of data analytics, which includes the identification of both early and prominent foundations of learning analytics, as well as an introduction to key theories, leading experts, useful best practices and applications in education.

LAHE7001-8 - Using Educational Data (3 sem. cr.; 8 wks)

Students will be introduced to the role of technology and various forms of educational data which is used in learning analytics. The students will be given an overview of data mining, data integrity, data privacy and data utility. The students will become familiar with and apply popular educational data technology terms and all elements of data capture and management, such as data systems and data sources, will be covered, as well as the data mining process and other best practices to be considered in learning analytics.

LAHE7002-8 - A Macro Level Approach to Learning Analytics in Higher Education (3 sem. cr.; 8 wks)

This course will expose the student to various theories regarding the use and advancement of learning analytics in higher education in a broad and macro level approach. Students will engage in dialogue regarding the role of analytics in areas such as student learning and achievement, human resources, facilities, finance, research and academic affairs. Students will learn the implications for learning analytics in higher education administration, as well as those for both students and teachers. Students will learn what kinds of institutional leadership, technology capacities and infrastructure as well as human capital, learning analytic initiatives rely on and will investigate the challenges and future considerations needed for this field, as it continues to be applied in higher education.

LAHE7003-8 - Applying Learning Analytics in Higher Education (3 sem. cr.; 8 wks)

This course will expose the student to use and application of learning analytics in a very specific, micro level approach. This course will cite and discuss the historical application of learning analytics, from the early application of learning analytics in the SIGNAL studies by Purdue in 2006 to more recent applications going on throughout the country. Students will be exposed to the role of technology and learning analytics on specific student outcomes like retention memory, engagement, dropout risk identification and other targeting metrics through the review of prominent studies. Students will learn about how learning analytics is being used to improve curriculum and pedagogy as well as institutional accountability. Students will be introduced to learning analytics in current practice and how it can help administration, as well as be exposed to faculty, student,

and administration perspectives regarding the process. Students will engage in a more detailed discussion of legal issues regarding learning analytics as well as other soft side dimensions of learning analytics that are needed at the institutional level such as ethics and data literacy. Students will be encouraged to plan a hypothetical learning analytics initiative based on the information they have learned.

LAHE7004-8 - Learning Analytic Tools (3 sem. cr.; 8 wks)

In this course students will be provided instruction regarding the types and functions of various analytics tools. Students will be given introduced to a strategy to choosing proper analytic tools that relies on knowing the purpose and types of educational answers sought, as well as the technology infrastructure, availability of data and cost. Consideration in not only choosing, but applying the correct analytics tools cannot be overlooked, as the requirements of each tool bring pros and cons. This course will provide an introduction to various analytic tools as well as review prominent studies and applications in which educational analytic tools were used.

LAHE7005-8 - Implementing a Higher Education Learning Analytics Project (3 sem. cr.; 8 wks)

Students will devise/design, in theory, rationale, purpose their own “theoretical” Higher Education Analytics Project following a pre-designed template provided for them. Students will be asked to follow the template with particular attention to issues of Scope, Cost, Timeliness and Utility. It will be important to adequately address the humanistic side of a learning analytics Project, such as leadership and in-house expertise. Students will also have to sufficiently address all “soft side” analytic issues such as moral, ethical and legal issues. This course is the capstone project.

NUR7000-8 - Nursing Education Theories and Concepts (3 sem. cr.; 8 wks)

Student will learn relevant theories and concepts that are the underpinnings of the profession of nursing, education and other healthcare disciplines. Through the course, students will identify the foundational multidisciplinary concepts applicable to nursing education and future research endeavors. Students will review seminal studies from nursing practice, education and research, as well as from social sciences.

NUR7001-8 - Future of Nursing Education – Challenges for the Educational Leader (3 sem. cr.; 8 wks)

Students will learn the future opportunities and challenges in nursing education from the views of a reflective practitioner. Through the course, learners will discuss regulatory, ethical, and political challenges instructional and supervisory leaders face in nursing education. Also, the learners will focus on how educational leaders explore and act upon challenges and opportunities.

NUR7002-8 - The Nurse as Educator (3 sem. cr.; 8 wks)

Students will learn the evolving roles of the nurse educator within the context of an ever-changing health care system and educational environment. The focus is on the educator as a teacher, leader, collaborator, mentor, and change agent. The principles underlying the teaching of adult learners will be examined and applied to classroom and clinical settings. It is anticipated that, at the end of the course, the learner will have formulated a personal working philosophy of nursing education.

NUR7003-8 - Evidenced Based Teaching in Nursing (3 sem. cr.; 8 wks)

The student will learn the foundational knowledge in the science of nursing education for developing skills and behaviors for contemporary nursing education practice and scholarship. This course explores current evidence based andragogic practices within the nursing education discipline.

NUR7004-8 - Teaching with Technology in Nursing Education (3 sem. cr.; 8 wks)

Student will learn the importance of reflection on teaching with technology in nursing education in the classroom and clinical settings. The goal of this course is to ensure that students have an understanding of technology tools that can create diverse and meaningful learning experiences for students. The course is designed to examine current technology trends including simulation, online learning, learning management systems, instructional design, web 2.0 tools, computer assisted learning, presentation software, EHRs, and videos. Through discussion and sharing, students refine their skills in using these tools to practice as an educator.

NUR7005-8 - Assessment and Evaluation in Nursing Education (3 sem. cr.; 8 wks)

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.

Home > 14 - COURSE DESCRIPTIONS > School of Education > Organizational Leadership

OL5100-8 - Resolving Conflict (3 sem. cr.; 8 wks)

Conflict management processes and skills are essential for educators to possess. This course focuses on examining the nature of conflict - its origins, sources, and types - as well as the concepts and skills of proactive intervention and conflict resolution/peer-mediation programs. Emphasis is placed on enhancing a leader's approach through focusing on interpersonal relationships and communication skills. Utilizing and applying various conflict resolution strategies and approaches within a school setting are highlighted.

OL5101-8 - Organizational Capacity (3 sem. cr.; 8 wks)

In this course, students gain an understanding of leading an educational organization, both nonprofit and for profit, to potential organizational performance, also known as organizational capacity. Students will learn the strategies for improving organizational capacity through problem-solving, strategic thinking, organizational culture, and personnel management through communication and motivation theory and application.

OL5102-8 – Applied Research for Organizational Leaders (3 sem. cr.; 8 wks)

Students will review and apply research-based leadership methodologies and theories for educational leaders addressing organizational productivity. Students will explore the foundations and applications of applied research in an educational setting as applied to organizational productivity. Students will identify and analyze data in educational organizations to implement realistic and sustainable organizational solutions.

OL5103-8 - Leading Change and Organizational Renewal (3 sem. cr.; 8 wks)

Students will explore the theoretical and practical underpinnings of educational organizational development. Particular emphasis is placed on examining and understanding the intrinsic role of mission, vision, purpose, and core values in the development of an organization. Students examine the leadership skills required in the development of an educational organization including planning, collaborating, training, and communicating. Students will also be introduced to external influences that impact organizational development.

OL7100-8 - Conflict Resolution and Mediation (3 sem. cr.; 8 wks)

Educators must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. This course focuses on constructive responses and mediation skills that are developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills to produce successful conflict resolution. Consideration is given to both the

potential and limitation of third-party intervention. Theory, self-reflection and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OL7101-8 - Building Organizational Capacity (3 sem. cr.; 8 wks)

In this course, students will be prepared to analyze and forecast the well-being and the capacity of an educational organization based on organizational culture, human growth capacity, internal cultural distinctions, and leadership skills. This course provides developing leaders with the ability to assess the organizational capacity of educational institutions, holistically, and through the broad execution of leadership skills for positive organizational progression.

OL7102-8 - Leadership Ethics to Attain Organizational Excellence (3 sem. cr.; 8 wks)

In this course, students will deepen their philosophy of leadership which serves as the foundation for applying the knowledge and skill sets acquired through their specialization and degree program. The development and implementation of leadership concepts, applications, and frameworks to drive leadership performance for excellence are highlighted. The continued and increasingly successful application of the knowledge, tools, skill sets, and perspectives that have been learned will also be emphasized.

OL7103-8 - Theory and Practice of Organizational Leadership (3 sem. cr.; 8 wks)

Students will examine leadership theories and their applications in current educational organization settings. Students will assess the definition and study of leadership in an educational organization and how it has developed over time. Student will have the opportunity to reevaluate present and historical leadership models based on educational trends. This course is intended to provide the student a link between theory and application of leadership from a variety of research-based perspectives.

OL7104-8 - Leadership in Nonprofit Organizations (3 sem. cr.; 8 wks)

In this course, students will discover the diverse economic and social aspects of nonprofit leadership. Although considered a small segment of organizational leadership, the growth of nonprofit organizations is evident; therefore, the necessity of effective leadership skills to operate and manage in nonprofit organizations exists. Students in this course will realize the responsibilities of the nonprofit leader, examine the elements of governance, stakeholder involvement, and learn the factors that lead to positive growth in nonprofit organizations.

OL7105-8 - Leadership in Organizational Change (3 sem. cr.; 8 wks)

Students will learn practical contexts and approaches of change management processes leaders can use to build educational organizations. Students will explore the planning and evaluation requirements of change, potential barriers to change, developing as a change agent, and the theoretical considerations of motivating staff through organizational change.

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PL5004-8 - School Law for PK-12 Principals (3 sem. cr.; 8 wks)

PK-12 Principals need a working knowledge of school law, especially as it pertains to the rights of students and teachers. Concepts addressed in this course focus on the role of federal case law in setting public school policy. Topics include Constitutional student rights regarding free speech and search and seizure. Legal foundations for safety, building emergency, and attendance policies will be addressed in addition to policies regarding teachers' rights, due process, and contractual employment considerations. Information in the course is critical to understanding the basic local, state, and federal legal structures pertinent to schools, teachers, and students.

PL5013-8 - School Finance for PK-12 Principals (3 sem. cr.; 8 wks)

In this course, candidates will gain knowledge of and practical experience with the major concepts and tools in school finance. Candidates will explore the three distinct components of education finance: (1) evaluating revenue sources, including school aid; (2) developing and defending budgets; and (3) managing the finances and business operations of a school district. The objective is to provide prospective school principals with an understanding of the general principles of education finance that can be applied in any PK-12 educational setting.

PL5016-8 - Instructional Supervision and Leadership for PK-12 Principals (3 sem. cr.; 8 wks)

In this course candidates will examine supervisory leadership for PK-12 principals within the economic, social, political, and educational context of schools. A concept of supervision and leadership is presented to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual teacher needs. Emphasis is placed upon supervisory leadership as it applies to individual teachers, faculty teams, and the improvement of instruction in PK-12 settings.

PL5035-8 - Supervision of the PK-12 Curriculum (3 sem. cr.; 8 wks)

Candidates enrolled in this course will develop skills and knowledge required to manage curricular resources and delivery to ensure congruence among the written, taught, and tested curricula. Curricular issues will be addressed from local/state, national, and international perspectives. Candidates will also build the skills and knowledge required to help faculty members implement consistent and equitable instructional programs, materials, and products to support student achievement and institutional goals.

PL5050-8 - The PK-12 Principalship (3 sem. cr.; 8 wks)

In this course, candidates will explore fundamental skills necessary for administrative leadership in PK-12 school settings. Using the ISLLC standards as a base, students will evaluate the myriad ways in which PK-12 principals promote the success of every student. Strong leadership is fundamental to the creation of successful centers for learning. Topics include developing PK-12 school vision and mission, leadership styles and developmental stages, analysis of school report card data, facilitating teacher leadership, and planning for action research.

PL6010-8 - Capstone Internship I (3 sem. cr.; 8 wks)

In the first of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns draft the initial internship action plan, begin to implement the action research project, start adding required artifacts to their e-folios, begin working with required project components, participate in required on-line seminars, and prepare to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

PL6010-8 - Capstone Internship II (3 sem. cr.; 8 wks)

In the second of the two 8-week internship courses comprising the required capstone immersion experience, administrative interns will complete the initial internship action plan, finish the action research project, add all remaining required artifacts to their e-folios, complete the required project components, participate in required on-line seminars, and continue to submit weekly reflections and internship logs. Internship experiences are designed to guide candidates through specific standards-aligned experiences with resulting growth in competencies demonstrated through application in practice.

RDG5000-8 - Theoretical and Research Foundations of Language and Literacy (3 sem. cr.; 8 wks)

In this course, students will study the theoretical and research foundation of language and literacy. Students will explore current research concerning language and literacy and how that research can guide current literacy instruction and educational practice. Students will use research to inform others and promote continuous professional development.

RDG5001-8 - Essential Elements of Elementary Reading and Writing Instruction (3 sem. cr.; 8 wks)

In this course, students will study the essential elements of elementary (K–8) reading and writing instruction. Students will explore evidence-based best practices in phonological awareness, phonics, fluency, vocabulary, and comprehension. Students will learn how comprehensive literacy lessons that include reading, writing, and oral language processes can improve literacy learning. Finally, students will use these best practices in literacy instruction to develop a comprehensive lesson that addresses individual student needs and keeps students motivated and engaged.

RDG5002-8 - The English Language: Etymology, Elements and Implications for Instruction (3 sem. cr.; 8 wks)

Students will receive an overview of the influences of history, geography, and culture on the development of the English language as well as information on its grammar, including phonology, morphology, syntax, phonetics, semantics, and pragmatics. There will be an examination of best practices in phonics instruction that support cognitive, cultural and linguistic differences in readers and writers.

RDG5003-8 - Vocabulary Instruction and Development for Grades K-12 (3 sem. cr.; 8 wks)

Students will explore the derivations, structure, semantics, context, pragmatics, and instruction of words in English. Research and practice in developing levels of academic vocabulary will be presented. Students will explore in the principles in developing word consciousness, sight vocabulary, spelling proficiency, and developing a larger, more complex vocabulary in speaking, reading, and writing.

RDG5004-8 - Reading Comprehension Instruction and Development: Skills and Strategies for Grades K-12 (3 sem. cr.; 8 wks)

Students will gain an understanding of reading comprehension including such strategies used in activating background knowledge, questioning, clarifying, summarizing,

predicting, connecting, visualizing, analyzing, adjusting, and self-monitoring. Levels of meaning in text and textual structures in narrative and expository writing will be studied. There will be an exploration of critical-thinking skills and behaviors as well as strategies for effective studying. Research on eye movements and fluency and automaticity in oral and silent reading will be examined. Finally, there will be an exploration of the wide range of resources for children's and adolescent literature, including recently published fiction and nonfiction, as well as electronic texts and non-print materials.

RDG5005-8 - Assessment of Reading and Writing Proficiency for Grades K-12 (3 sem. cr.; 8 wks)

Students will learn to use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. Formative and summative reading and writing assessment instruments will be explored in terms of their purposes, strengths, and limitations. Current information on state as well as national movements to standardize or individualize assessments will be researched. Means of communication of assessment results to students, parents, caregivers, colleagues and administrators will be explored.

SE5000-8 - Introduction to Special Education (3 sem. cr.; 8 wks)

In this course, students will expand their basic knowledge and experiences related to special education and teaching of students with disabilities. Course activities include identification of students with special needs, specific exceptionalities, legal issues, assessment procedures, service delivery models, programming, and history of special education services. Students pursuing a specialization in special education take this as their first specialization course. Students explore a range of topics and survey the characteristics of various disabilities to gain insights into service delivery needs.

SE5001-8 - Exceptional Student Assessment (3 sem. cr.; 8 wks)

In this course, students will be introduced to the current evaluation processes to identify pK-12 students for services under the Individuals with Disabilities Education Improvement Act. Topics include: social and ethical implications of test use, testing procedures, assessment results, the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.

SE5002 -8 - Characteristics of Learning Disabled Students (3 sem. cr.; 8 wks)

In this course, students will identify characteristics and review instructional procedures and best practices for students with mild disabilities. Topics include: teaching individuals with mild disabilities in inclusive settings, how to select from a variety of strategies appropriate for students with mild disabilities, and ways to support general education teachers serving students with special needs in inclusive settings will also be addressed.

SE5003-8 - Characteristics of Emotionally Disabled Students (3 sem. cr.; 8 wks)

In this course, students will explore common characteristics, best practices for identification, and instructional practices utilized to serve students with emotional or behavioral disorders. Major emphasis is placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will be addressed as well as how to select a variety of appropriate instructional strategies.

SE5004-8 - Teaching Methods for the Mentally Disabled (3 sem. cr.; 8 wks)

In this course, students are introduced to the various educational programs and teaching strategies that have been used successfully to assist students with disabilities. Students will develop an understanding of how to plan individualized education programs by assessing individual student needs; modifying or designing instruction to

improve student performance; and analyzing, selecting, and adapting curriculum for students with special needs.

SE5005-8 - Special Education Law (3 sem. cr.; 8 wks)

In this course, students will focus on the basics of the law and legal issues facing special educators and administrators. Topics include: The Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, discipline, appropriate educational decisions, procedural due process, and privacy issues.

SE5006-8 - Teaching Strategies for Learning Disabled and Behavioral Disorders (3 sem. cr.; 8 wks)

In this course, students will work with teaching strategies that are useful in assisting students with mild disabilities. The latest information on Response to Intervention (RtI) is covered, with information on practical applications to promote success in the classroom. Participants will develop an understanding of how to monitor individualized education programs and select instructional strategies to improve student performance. Analyzing, selecting, and adapting strategies for students with special needs will be addressed. The ability to differentiate instruction utilizing current methods of embedded and explicit strategy instruction will also be explored.

SE7000-8 - Understanding Students with Disabilities (3 sem. cr.; 8 wks)

In this course, students will gain an overview of research and current perspectives related to special education and associated administrative duties or higher education responsibilities. Topics include: the history of special education, identification of students with special needs, provisions of the IDEA/IDEIA, legal issues, inclusion, transitions, classroom modifications, instructional strategies, assessment procedures, service delivery models, and educational programming.

SE7001-8- Assessment in Special Education (3 sem. cr.; 8 wks)

In this course, students will be introduced to practical, applied approaches to the procedures of the assessment process, testing procedures, assessment results, and the faculty involved in these processes. Students will learn to strengthen the connection between gathering assessment information and the analysis and synthesis of data to develop report summaries.

SE7002-8 - Characteristics of Students with Mild Disabilities (3 sem. cr.; 8 wks)

This course will focus on issues related to students with mild disabilities. Common characteristics, instructions for assisting teachers to work with students who have specific disabilities, best practices for identification of learning disabilities, and working with at-risk students will be covered. Major emphasis will be placed on assisting

classroom and special education teachers with identifying and adapting instructional materials in the content areas for individuals with mild disabilities. Preparing to teach students with mild disabilities in collaborative or resource room settings will also be addressed as well as how to select from a variety of strategies appropriate to the varied learning modalities for students with mild disabilities. Ways to support teachers in inclusive settings will also be discussed.

SE7003-8 - Emotionally Disabled Students (3 sem. cr.; 8 wks)

In this course, students will address common characteristics, best practices for identification, and instructional practices pertaining to students with emotional or behavioral disorders. Major emphasis will be placed on prevention procedures and intervention strategies to address behavioral issues. Preparing to teach individuals with emotional and behavior disorders in collaborative settings will also be addressed as well as how to select a variety of appropriate instructional strategies. Ways to support teachers in inclusive settings will also be discussed.

SE7004-8 - Developing Curriculum for the Mentally Disabled (3 sem. cr.; 8 wks)

In this course, students will explore various educational programs and teaching strategies that have been used successfully to assist students with disabilities. Students will develop an understanding of how to monitor individualized education programs by assessing individual student needs; modifying or designing instruction to improve student performance; and analyzing, selecting, and adapting curriculum for students with special needs. Positive methods of managing individual student behavior for students with special educational needs are also addressed.

SE7005-8 - Law in Special Education (3 sem. cr.; 8 wks)

In this course, students will focus on various legal issues facing special educators and administrators. Components will include investigations of specific court cases, federal mandates, case studies, and application opportunities. Student identification, service delivery options, appropriate educational services, and family rights and privacy issues are explored. How to research court case rulings that pertain to specific states and how to locate current information on legal issues is included to assist administrators of special education programs. Preparing for due process hearings and following procedural due process are also covered.

SE7006-8- Teaching Strategies in Special Education (3 sem. cr.; 8 wks)

In this course, students will examine teaching strategies that may be used to assist students with mild disabilities. The latest information on Response to Intervention (RTI) is covered, with information on practical applications to promote success in the classroom. Participants will develop an understanding of how to monitor individualized education programs and modify or design instructional strategies to improve student

performance. Providing leadership in regard to analyzing, selecting, and adapting strategies for students with special needs will be addressed.

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SM5000-8 - Leadership and Administration of Athletic Programs (3 sem. cr.; 8 wks)

Students will explore the methods, principles, and decision-making responsibilities of a school athletic administrator. Through readings and independent activities, students will have the opportunity to equip themselves with skills in leadership, management, communication, and curriculum development. Students will apply these skills by taking on the role of a school athletic director and tackling some of the problems involved in the development and supervision of school athletic programs and events.

SM5002-8 - Legal Aspects in Athletics (3 sem. cr.; 8 wks)

Students will develop the knowledge, skills, and awareness of the law and how legal precedence relates to interscholastic sport settings. Students will discuss, explore, analyze, and create solutions to specific dilemmas found in athletics at the high school level. An emphasis will be placed on current events and practical applications.

SM5004-8 - Ethics in Sports (3 sem. cr.; 8 wks)

Students will examine ethical issues and moral dilemmas that are found within interscholastic sports settings. Students will explore, research, and analyze ethics and morality in interscholastic sports settings. There will be opportunities for students to develop self-awareness and knowledge of how to become character driven and effective leaders. Students will develop an understanding of character based educational athletics and will be challenged to examine personal philosophies, clarify values, and refine moral skills relative to interscholastic athletics administration.

SM5006-8 - Sports Governance and Policy Development (3 sem. cr.; 8 wks)

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.

SM5010-8 - Marketing in Athletics (3 sem. cr.; 8 wks)

In this course, student will learn how the dynamics of marketing and consumer behavior apply to sports organizations is essential for those who desire to become professionals within interscholastic athletics. Beginning with an overview of basic marketing theories and concepts, Students will gain insight into the ethics of sport marketing, fundraising,

and sponsorship while analyzing leagues, teams, and events. Students will apply this insight by developing a marketing plan for an athletic program.

SM5012-8 - Issues in Athletic Administration (3 sem. cr.; 8 wks)

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.

SM7100-8 - Development of Human Resource Strategies in Intercollegiate Athletics (3 sem. cr.; 8 wks)

Students are presented with the latest human resource strategies to successfully address everyday problems that may arise with coaches, staff, and personnel of an intercollegiate athletic department. Students develop a working knowledge of human resource policy and procedure in complex organizations and how this may affect the employees that they supervise. Topics addressed include recruitment, hiring, retention, planning, Title IX compliance, and related management strategies.

SM7103-8 - Intercollegiate Sport Governance (3 sem. cr.; 8 wks)

Students will gain the knowledge of governance and politics of sport organizations that govern intercollegiate athletics. Students will analyze how people involved in governance set the tone of an organization and how individual sport bodies fit into the greater industry. Emphasis will be placed upon the development of a working knowledge of what organizations do and what their purpose is in the administration of an intercollegiate department.

SM7106-8 - Legal Aspects of Equity in Intercollegiate Athletics (3 sem. cr.; 8 wks)

Within this course, doctoral students will study the Title IX's structure and requirements applied to intramural, recreation, interscholastic, and intercollegiate athletic programs. The philosophical, historical, and conceptual account of this law will be explored and its effects upon these programs. Students will examine the historical account of the social, legislative, and judicial environments in which Title IX has grown to maturity in the last three decades. Students will also explore how current trends in campus demographics have affected sports programs throughout the nation. An experiential learning model will be utilized whereby students will be able to use their personal experiences when researching the legal aspects concerning equity in interscholastic and intercollegiate athletics as we know it today.

SM7109-8 - Sport Compliance (3 sem. cr.; 8 wks)

Students will study rules and regulations associated with intercollegiate athletics at the NCAA I, II, and III level, NAIA, and NJCAA. Students will examine key components of compliance including recruiting, eligibility, amateurism, and financial aid. Topics include: strategies used by institutions across the country to maintain institutional control, the differences and similarities of the 5 different groups (NCAA I, II, III, NAIA, and NJCAA), and the groups which govern NCAA legislation.

SM7112-8 - Advising the Student Athlete (3 sem. cr.; 8 wks)

Students explore the role and function of the academic advisors in the lives of students-athletes. Students will examine existing student-athlete retention programs in college and universities to understand their components and effectiveness. Recognizing learning differences in students with learning disabilities or disorders will also be explored in this course. The goal of this course will be to find academic services and counseling programs to help students that are in need, reach their greatest potential.

SM7115-8 - Facility Management and Programming (3 sem. cr.; 8 wks)

Students will explore the principles, responsibilities, and issues involved with the management of athletic facilities. Activities include personnel and risk management, merchandising, quality assurance, and issues affecting the community. Additional components include environmental issues, and factors in operating facilities and sporting events.

SM7118-8 - Financial Administration of Sports Facilities and Programs (3 sem. cr.; 8 wks)

In this course, students are presented with basic financial principles and concepts in interscholastic athletic programs. Course activities include marketing, revenue management, documentation and technological practices, and strategies for long-range planning. Course mastery is demonstrated by developing a fundraising plan as a sports administrator.

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CMP9500MFT - MFT Doctoral Comprehensive Examination (3 sem. cr.; 12 wks)

In their pursuit of a research doctoral degree (PhD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and their dissertation work is initiated. The Doctoral Comprehensive Examination is taken following the completion of all foundation, specialization and methods courses. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an “S” grade prior to beginning any work in Dissertation courses. This course may only be retaken once.

CMP9500DMFT - DMFT Portfolio I (1 sem. cr.; 4 wks)

In your pursuit of an applied doctoral degree at Northcentral University, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Portfolio courses are intended to assure that students provide artifacts indicating that they have acquired competencies in the following domains: program and professional goals, program of study, professional experience and plans, research experience and plans, clinical experience and plans, outcomes of advanced practical experience, documentation of academic growth, and the first draft of the concept paper (CP). The DMFT Portfolio is updated three times throughout the program: after the first four courses (two Foundation and two Core courses), half way through the program (upon completion of at least 30 credits), and when students complete all but the dissertation (DIS) courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Portfolio must be successfully completed with an “S” grade prior to beginning any work in Dissertation courses. Each course may only be retaken once.

CMP9501DMFT - DMFT Portfolio II (1 sem. cr.; 4 wks)

In your pursuit of an applied doctoral degree at Northcentral University, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Portfolio courses are intended to assure that students provide artifacts indicating that they have acquired competencies in the following domains: program and professional goals, program of study, professional experience and plans, research experience and plans, clinical experience and plans, outcomes of advanced practical experience, documentation of academic growth, and the first draft of the concept paper (CP). The DMFT Portfolio is updated three times throughout the program: after the first four courses (two Foundation and two Core courses), half way through the program (upon completion of at least 30 credits),

and when students complete all but the dissertation (DIS) courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Portfolio must be successfully completed with an “S” grade prior to beginning any work in Dissertation courses. Each course may only be retaken once.

CMP9502DMFT - DMFT Portfolio III (1 sem. cr.; 4 wks)

In your pursuit of an applied doctoral degree at Northcentral University, students will gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Portfolio courses are intended to assure that students provide artifacts indicating that they have acquired competencies in the following domains: program and professional goals, program of study, professional experience and plans, research experience and plans, clinical experience and plans, outcomes of advanced practical experience, documentation of academic growth, and the first draft of the concept paper (CP). The DMFT Portfolio is updated three times throughout the program: after the first four courses (two Foundation and two Core courses), half way through the program (upon completion of at least 30 credits), and when students complete all but the dissertation (DIS) courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Portfolio must be successfully completed with an “S” grade prior to beginning any work in Dissertation courses. Each course may only be retaken once.

DIS9501DMFT – DIS9508DMFT - Doctoral Dissertation Research I – IX (12 credits minimum) (3 sem. cr.; 12 wks)

In this course sequence (four courses) in which you will work progressively toward completing Doctorate of Marriage and Family Therapy (DMFT) dissertation milestone requirements. The first course in this sequence will be assigned a letter grade that contributes to your GPA. Each additional course will provide further guidance in the progression from the concept paper (CP) to the final oral defense of the applied dissertation. Throughout the remaining courses in this sequence candidates work independently, but must communicate with their respective dissertation chairs at least once per week throughout the term in the course room. Because of the independent nature of work in these courses, the last three doctoral project courses are graded by using Satisfactory or Unsatisfactory.

DIS9501MFT - DIS9533MFT - Doctoral Dissertation Research I – IX (12 credits minimum) (3 sem. cr.; 12 wks)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation

milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

DMFT7101 - Foundations for Applied Doctoral Studies in MFT (3 sem. cr.; 12 wks)

Students in this course will be prepared for success in the marriage and family therapy applied doctoral program (DMFT) at Northcentral University. Students are introduced to relevant academic communities, professional standards, and doctoral level expectations. Essential skills needed to pursue an applied doctoral degree in MFT are emphasized, including developing critical thinking; a systems based framework, scholar practitioner research appraisal, and effective communication skills. Students will identify and begin to explore potential topics for an applied doctoral dissertation and complete the course with a roadmap to navigate their way to degree completion.

DMFT7102 Scholarly Literature Review in MFT (3 sem. cr.; 12 wks)

This course focuses on the scholarly review of literature and academic writing. The course emphasis is on how to (a) formulate ideas and convey them in an ethical fashion; (b) conduct effective literature searches, specifically in preparation for the dissertation, (c) develop a plan for writing comprehensive, critical, and synthesized reviews of research literature, (d) critically review and write about underlying theoretical frameworks that lay the foundation for future research, and (e) develop cultural sensitivity while appraising a possible research topic. The overarching goal of this course is for students to conduct an exhaustive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation in the framework of the field of Marriage and Family Therapy.

DMFT7103 - Research Methods in MFT (3 sem. cr.; 12 wks)

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. You will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, you will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. You will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing your

independent scholarly skills and preparing you for your own dissertation research and future scholarly endeavors.

DMFT7110 - Quantitative Research Design and Statistical Analysis in MFT (3 sem. cr.; 12 wks)

This doctoral-level course provides an exploration of quantitative research design and statistical analysis in marriage and family therapy for students in the DMFT program. The emphasis of the course is on providing a working knowledge of quantitative research design and statistical concepts in order to help the student learn how to understand, critique and develop quantitative studies. The purpose of the course is to assist students in becoming research-informed practitioners and engage in research design as it relates to program development, program assessment and evaluation, needs analysis, outcome studies and other applied scholarship endeavors.

DMFT7111 - Qualitative Research Design and Analysis in Marriage and Family Therapy (3 sem. cr.; 12 wks)

This course provides students with the foundational skills essential to the critique and execution of qualitative research, focusing on methods used regularly by marriage and family therapists. Students will learn to evaluate research processes, define research purposes, select appropriate methods for data collection and analysis, interpret findings, and write the research report. Each student will conduct research on self, write a brief autoethnography, and develop a preliminary methodological design for potential use in the applied dissertation. Selected readings will include qualitative clinical research, and students will take a learning-through-doing/experiential approach that includes reflection-in-action and reflection-after-action.

DMFT7112 - Program Evaluation and Monitoring in MFT (3 sem. cr.; 12 wks)

This doctoral-level course focuses on the fundamentals of evaluation and monitoring of human services programs. The purpose of this course is to prepare students to conduct quantitative, qualitative, and mixed methods formative and summative program evaluations. Special emphasis is placed on evaluating programs and clinical outcomes using the systemic/relational perspective of Marriage and Family Therapy. The course will develop students' abilities to collaborate with stakeholders in developing evaluation plans that ensure evaluation processes meet the needs of multiple stakeholders. Students will consider the various ethical implications of program evaluation and will identify ethical considerations in implementing an evaluation plan and reporting results.

DMFT7201 - Program Development for MFTs (3 sem. cr.; 12 wks)

This doctoral-level course focuses on the fundamentals of developing human services programs from a marriage and family therapy (MFT) systemic/relational perspective. Students will review and analyze well-designed prevention, early intervention, and clinical treatment programs, and will understand the different stages and implementations of evidence-based programs. Then, students will develop a program of their choice using a standard format for program proposals: problem statement, goals and objectives, methodology or program description, evaluation plan, and executive summary. Throughout, students will apply systems theory and MFT concepts as appropriate to identify key contributions that MFTs can bring to the process of program development.

DMFT7202 - Grant Writing Concepts and Approaches for MFTs (3 sem. cr.; 12 wks)

This doctoral-level course focuses on the fundamental concepts of, and approaches to, grant writing. The purpose for this course is to prepare students to seek, identify, and respond to different types of grant opportunities. Special emphasis is placed on developing grant applications using the systemic/relational conceptual framework of Marriage and Family Therapy as a template for developing prevention, early intervention, or full-scale/multidisciplinary treatment programs. Particular focus will be devoted to using Internet resources to access grantors' grant and program announcements, strategic plans, and funding priorities. Students will consider ethical and political implications of various funding sources in pursuing grant funds.

DMFT8701 - Financial Administration and Budgeting in MFT (3 sem. cr.; 12 wks)

This course examines the components of mental health care finance and budgeting. It covers various funding sources and payments specific to health care delivery systems, including funding sources and payment methods. Students will acquire practical knowledge of accounting standards, financial management, and financial accountability. Student will complete a signature exercise in order to demonstrate the ability to synthesize theoretical and conceptual knowledge, as well as professional and ethical implications of the financial and budget-related decisions.

DMFT8702 - Practice/Organization Marketing (3 sem. cr.; 12 wks)

This doctoral level course will prepare students to understand and apply marketing ideas in order to promote a larger mental health organization or a smaller private practice. Students will review marketing theories pertaining to the brand strategies and development and learn how to create the best marketing plan using an optimal

marketing mix. This course covers current methods to develop product designs and implement newest marketing strategies including multimedia presence.

DMFT8703 - Strategic Planning in MFT (3 sem. cr.; 12 wks)

An effective organization requires a clear mission and vision, as well the establishment of clear goals. This doctoral level course will engage students in a reflective process pertaining to the specific management activities that promote an effective distribution of organizational resources. Students will also learn how to direct involved stakeholders in the completion of the designated goals while navigating the ever-changing environment of mental health administration.

DMFT8704 - Systemic Consultation (3 sem. cr.; 12 wks)

This course invites students to look at an organization from a systems based perspective, examining the patterns of interactions, current events, and managerial solutions, keeping in mind foundational concepts of general systems theory (GST). Students will learn how to use their systemic training to consult with persons from a variety of organizations, with a goal of improving current functioning and future outcomes.

DMFT8705 - Systemic Leadership (3 sem. cr.; 12 wks)

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.

DMFT8706 - The Business of Therapy (3 sem. cr.; 12 wks)

What are the components of a successful private practice? How do I make my practice run smoothly and efficiently? In this course students will learn ABCs of a successful private practice, reflecting on such components as marketing, accounting, and scheduling. As a signature assignment students will be required produce a complete business plan of a desired practice or mental health organization including specific steps indicated how they are planning to reach their goals.

DMFT8951 - DMFT Doctoral Practicum (3 sem. cr.; 12 wks)

This course provides DMFT students with an opportunity to engage in ongoing advanced therapeutic practice. Emphasis is placed on the continued development of

therapy and assessment skills, theoretical integration, and personal growth. Because all students must have at least a master's degree in marriage and family therapy or related discipline to register for this course, we assume all students are at least minimally competent as clinicians. The emphasis in the DMFT Practicum is on continued growth, and development in professional identity as a doctoral level therapist. Students with an LMFT license (or equivalent) are not required to have an on-site supervisor. All other students must have an on-site supervisor. All students will participate weekly in the NCU online supervision group, and students who are not LMFTs will also meet at least weekly with their on-site supervisor. All students must be clinically active throughout Practicum, though there are no specific hours requirements. All students must document what they actually do. If students are using the DMFT Practicum to work toward full licensure as LMFTs, they must be sure that they are also meeting the appropriate State regulatory board requirements for Associate license (or equivalent) supervision.

DMFT8961- DMFT Doctoral Internship I (1 sem. cr.; 12 wks)

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. 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 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 NCU supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what you are already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

DMFT8962 - DMFT Doctoral Internship II (1 sem. cr.; 12 wks)

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. This nine-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The second of these is MFT8962. 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 NCU supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what you are already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

DMFT8965 - DMFT Doctoral Internship and Portfolio (1 sem. cr.; 12 wks)

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. This nine-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The last of these is MFT8965. 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 NCU supervision groups online; each internship is focused solidly in the student's degree specialty (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be

simply doing more of what you are already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

DMFT8971 - Doctoral Supervision Practicum (3 sem. cr.; 12 wks)

This course was designed for students wishing to focus the experiential component of their degree in the area of clinical supervision. This practicum course provides students opportunities to enhance their ability to help MFT students begin their growth toward clinical competence and professional identity as a MFT. Students will be invited participate in supervision of NCU MFT master's students while receiving guidance from the NCU instructor on the development of their supervisory skills. The course will provide an opportunity to engage in discussions and practice of supervisory tasks enhancing students' ability to further develop their identities as MFTs and future MFT supervisors.

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MFT5101 - Foundations for Graduate Study in MFT (3 sem. cr.; 12 wks)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a Master of Arts Degree in Marriage and Family Therapy. Graduate level skills, such as goal building, time management, academic integrity, effective use of the Northcentral Library, the use of APA form and style in professional communication, and critical thinking skills are introduced. Students will complete the course with a better understanding of systems theory concepts, essential attending skills, and the role of systemic dynamics within diverse populations (Student Learning Outcome #4).

MFT5102 - Legal, Ethical and Professional Development in MFT (3 sem. cr.; 12 wks)

This course focuses on legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. The course includes content regarding professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification.

MFT5103 - Systemic Evaluation and Case Management (3 sem. cr.; 12 wks)

This Master's level course provides an opportunity to review various assessments and evaluations tools utilized by marriage and family therapists for clinical and research purposes as well as an overview of psychological test construction, administration, and interpretation. The course will explore systemic evaluations measures for individuals, couples, and families. Students will examine differences between individually based and systems-based forms of assessment. In addition, students will be invited to consider diversity as one of the fundamental components of a successful and productive evaluation. This course trains students how to conduct a "Needs Assessment" and standard case management methods including identifying and aligning clients with appropriate community resources. Students will identify and visit community resources in their community.

MFT5104 - Treatment Planning and Traditional Family Therapy (3 sem. cr.; 12 wks)

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.

MFT5105 - Recovery-Oriented Care and Postmodern Family Therapy (3 sem. cr.; 12 wks)

This Master's level course focuses on post-modern models and treatment trends in marriage and family therapy including the philosophy of social constructionism and the narrative, solution-focused, and collaborative models, and the recovery model. Course content will enable students to conceptualize and distinguish recent epistemological issues and address contemporary conceptual directions in the field of marriage and family therapy. Students will complete short essays, case studies, and assorted assignments to address a wide variety of presenting clinical problems and issues such as gender and racial diversity and discrimination, feminism, substance abuse, and recovery from mental illness.

MFT5106 - Research Methods and Evidence Based Practice (3 sem. cr.; 12 wks)

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 addresses, as well as learning to critically evaluate existing research. A primary aim of the course is to help students become evidence-based practitioners.

MFT6101 - Human Development and Family Dynamics Across the Lifespan (3 sem. cr.; 12 wks)

This course will include content on individual and family development across the lifespan. The human development course has specific emphasis given to developmentally appropriate and atypical transitions related to common concerns in marriage and family therapy. Students will appraise the issues related to human development and lifespan using a systems-based perspective.

MFT6102 - Psychopathology, Diagnosis, and Systemic Treatment (3 sem. cr.; 12 wks)

Using a relational/systemic perspective, this course will address the traditional psychodiagnostic categories as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The focus of the course content is on the assessment and treatment of major mental health issues outlining the comparison between the psychiatric diagnostic classification system and relational systems-based approaches.

MFT6103 - Cultural Diversity, Gender and Family Development (3 sem. cr.; 12 wks)

This course addresses issues related to diversity and power and privilege as they relate to culture, ethnicity, gender, nationality, race, religion, sexual orientation, disability, and spirituality. Each of these characteristics is examined with respect to the relevance they have to the profession and practice of marriage and family therapy.

MFT6104 - Family Therapy with Children (3 sem. cr.; 12 wks)

This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for a wide variety of presenting clinical problems relevant to children. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with children and facilitating parental and family involvement will be discussed. Facilitating child involvement in the therapeutic process for families will be addressed as well.

MFT6105 - Couple and Sex Therapy (3 sem. cr.; 12 wks)

This course will address a range of topics pertaining to couples relationships and human sexuality, as well as several models of couples therapy and sex therapy. Through the study of each model, there will be a focus on assessment of couples' dynamics, goal setting, and potential interventions. In this course, specific attention will be given to the development of knowledge pertaining to human sexuality, couple relationships, and couples counseling. Students will also engage in the development of a personal theory of working with couples based on a foundation of existing models.

MFT6106 - Families in Crisis (3 sem. cr.; 12 wks)

This course will address contemporary crisis-related issues in marriage and family therapy to include gender, violence, addictions, and abuse. It will also address the treatment of individuals, couples, and families from a relational/systemic perspective with respect to these issues. The focus will be on the effects of trauma and stress on family life and relationships as well as recovery from a variety of related presenting issues.

MFT6107 - Adult Psychopathology and Systems Thinking (3 sem. cr.; 12 wks)

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.

MFT6201 - California Law and Professional Ethics (3 sem. cr.; 12 wks)

This course is designed specifically for students living in or seeking licensure as a Marriage and Family Therapist (MFT) in the state of California. The course focuses on

legal and ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy in the state of California. The course includes content regarding contemporary professional ethics and laws regarding the scope of practice, therapeutic and clinical considerations involving legal and ethical practice of MFTs, family law, current legal trends in the mental health profession, psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, the treatment of minors with and without parental consent, professional identity including the relationship between the sense of self and human values and one's professional behavior and ethics, legal and ethical standards for different types of work settings, and the licensure laws and process.

MFT6510 - Couple Therapy: Historical and Theoretical Foundations (3 sem. cr.; 12 wks)

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.

MFT6511 - Couple Therapy: Clinical Applications (3 sem. cr.; 12 wks)

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.

MFT6520 - Military Family Therapy: Historical and Theoretical Foundations (3 sem. cr.; 12 wks)

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.

MFT6521 - Military Family Therapy: Clinical Applications (3 sem. cr.; 12 wks)

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.

MFT6530 - Medical Family Therapy: Historical and Theoretical Foundations (3 sem. cr.; 12 wks)

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.

MFT6531 - Medical Family Therapy: Clinical Applications (3 sem. cr.; 12 wks)

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.

MFT6540 - LGBTQ Couple and Family Therapy: Historical and Theoretical Foundations (3 sem. cr.; 12 wks)

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.

MFT6541 - LGBTQ Couple and Family Therapy: Clinical Applications (3 sem. cr.; 12 wks)

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.

MFT6550 - Child and Adolescent Family Therapy: Historical and Theoretical Foundations (3 sem. cr.; 12 wks)

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.

MFT6551 - Child and Adolescent Family Therapy: Clinical Applications (3 sem. cr.; 12 wks)

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.

MFT6951 - MFT Practicum I (3 sem. cr.; 12 wks)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500 client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision with no more than two supervisees in attendance; the 100 hours of required supervision must also include a minimum of 50 hours of supervision utilizing observable data). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape or audiotape. The accumulation of clinical and supervision hours are tracked in an NCU-approved tracking system and approved by the local clinical supervisor and the Northcentral University Clinical Faculty Supervisor. The local clinical supervisor will provide weekly individual supervision of the student and assist the student in managing cases. The Northcentral Faculty Supervisor will maintain regular contact with student and local clinical supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Faculty Supervisor. Each MFT Practicum and Internship course lasts 12 weeks and must be taken consecutively. Students are required to be clinically active for the duration of that time. It is expected that students will accrue at least 100 client contact hours during each of the two practicum courses. To meet this requirement students should plan to complete a

minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week in order to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples and/or families. Half of all client contact hours (i.e., 50 hours per Practicum and 250 hours for the whole clinical experience) must be relational (couple or family). (Student Learning Outcomes 1, 2, 3, 4)

MFT6952 - MFT Practicum II (3 sem. cr.; 12 wks)

This course provides students with an opportunity to engage in ongoing therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. Students will complete a portion of their required 500-client contact hours (half of which must be with couples and/or families). They will also complete a portion of their required 100 hours of supervision (50 of which must be individual supervision with no more than two supervisees in attendance). Inclusive of the practicum and internship courses, students are required to receive a minimum 50 hours of supervision based on direct observation, videotape, or audiotape. The accumulation of clinical and supervision hours are tracked in an NCU-approved tracking system and approved by the local clinical supervisor and the Northcentral University Clinical Faculty Supervisor. The local clinical supervisor will provide weekly individual supervision of the student and assist the student in managing cases. The Northcentral Faculty Supervisor will maintain regular contact with student and local clinical supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group practicum sessions with the Northcentral Faculty Supervisor. Each MFT Practicum and Internship course lasts 12 weeks and must be taken consecutively. Students are required to be clinically active during that time. It is expected that students complete a minimum of 10 direct (face-to-face) client contact hours per week. Additional time will be needed each week to complete paperwork, set appointments, read relevant material, and complete course assignments. Direct services can include intake interviews, assessment, and therapy for individuals, groups, couples, and/or families. Half of all client contact hours (i.e., 50 hours per Practicum and 250 hours for the entire clinical experience) must be relational (couple or family). (Student Learning Outcomes CR 1, 2, 3, 4)

MFT6953 - MFT Practicum III (3 sem. cr.; 12 wks)

This course provides students with an opportunity to engage in supervised therapeutic practice. Emphasis is placed on the development of therapy and assessment skills, theoretical integration, and personal growth. The accumulation of clinical and supervision hours are tracked by an NCU-approved system through which hours are submitted by the student, and signed by the local supervisor. The local supervisor will provide weekly individual supervision of the student and assist the student in managing cases. The Northcentral Faculty Supervisor will maintain regular contact with student and on-site local supervisor and will facilitate the process of learning and knowledge integration. Additionally, students are required to participate in weekly online group

supervision sessions with the Northcentral Faculty Supervisor. Each MFT Practicum and Internship course lasts 12 weeks. Students are required to be clinically active for the duration of that time. Non-degree seeking students are expected to know their state requirements and to track hours according to the expectation of the appropriate local licensing board. (Student Learning Outcomes 1, 2, 3, 4).

MFT6991 - MFT Internship I (1 sem. cr.; 12 wks)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit Internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct-client contact hours (with 250 of these being relational hours) with the final Internship course being the Capstone for the clinical training process. Students will register for these courses consecutively to cover a period of 36 weeks (nine months). Students will attend supervision sessions with the NCU Faculty Supervisor weekly. During the Internship experience, students are required to continue meeting weekly with a qualified local supervisor to complete direct supervision of clinical work. This supervision must involve direct observation or video recorded observation of the student's sessions. In addition to completion of the required client contact hours and supervision, during the Internship experience (credits 2 and 3) students are also required to prepare for and take, during Internship II, the practice exam for the national licensing exam; and, in the internship capstone course, prepare and present their own theoretically grounded final case presentation to the MFT faculty. This course is graded Satisfactory/Unsatisfactory (S/U). (Student Learning Outcomes 1, 2, 3, 4)

MFT6992 - MFT Internship II (1 sem. cr.; 12 wks)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit Internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) with the final Internship course being the Capstone for the clinical training process. Students will register for these courses consecutively to cover a period of 36 weeks (nine months). Students will attend supervision sessions with the NCU faculty supervisor weekly. During the Internship experience, students are required to continue working with a qualified local supervisor to complete direct supervision of their clinical work for the duration of the Internship. Students must receive the equivalent of 1 hour of supervision for every 5 hours of client contact. This supervision must involve direct observation or video recorded observation of the student's sessions. In addition to completion of the required client contact hours and supervision, during the Internship experience (credits 2 and 3) students are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present their own theoretically grounded personal model of therapy to the MFT faculty. This course is graded Satisfactory/Unsatisfactory (S/U). (Student Learning Outcomes CR 1, 2, 3, 4)

MFT6993 - MFT Internship III (1 sem. cr.; 12 wks)

Upon completion of Internship II, students are asked to review their hours. Students who have earned enough direct client contact hours (400) to advance into the final Internship and Capstone Class will be registered for 6995. Students who have earned less than 400 direct client contact hours (200 relational) may present a plan to the Director of Clinical Training requesting enrollment in the final Internship and Capstone class based on the plan to accumulate all required hours prior to the completion of that course. Students who would like extra time to complete required hours, may enroll in MFT6993 (and subsequently MFT6994, if needed). Students who have fewer than 400 direct client contact hours and who do not have a plan to complete the required hours prior to the completion of the final Internship and Capstone class will be required to enroll in MFT 6993. Students will attend supervision sessions each week with their local supervisor and NCU Faculty Supervisor. This supervision must involve direct observation or video recorded observation of your sessions. This course is graded Satisfactory/Unsatisfactory (S/U).

MFT6994 - MFT Internship IV (1 sem. cr.; 12 wks)

Upon completion of Internship II, students are asked to review their hours. Students who have earned enough direct client contact hours (400) to advance into the final Internship and Capstone Class will be registered for 6995. Students who have earned less than 400 direct client contact hours (200 relational) may present a plan to the Director of Clinical Training requesting enrollment in the final Internship and Capstone class based on the plan to accumulate all required hours prior to the completion of that course. Students who would like extra time to complete required hours, may enroll in MFT6993 (and subsequently MFT6994, if needed). Students who have fewer than 400 direct client contact hours and who do not have a plan to complete the required hours prior to the completion of the final Internship and Capstone class will be required to enroll in MFT 6993. Students will attend supervision sessions each week with their local supervisor and NCU Faculty Supervisor. This supervision must involve direct observation or video recorded observation of your sessions. This course is graded Satisfactory/Unsatisfactory (S/U).

MFT6995 - MFT Internship and Capstone Presentation (1 sem. cr.; 12 wks)

Upon completion of Practicum I and II, students are required to enroll in 3-one credit Internship courses (each 12 weeks in duration) to complete the remaining hours of the required 500 direct client contact hours (with 250 of these being relational hours) with the final Internship course being the Capstone for the clinical training process. Students will register for these courses consecutively to cover a period of 36 weeks (nine months). Students will attend supervision sessions each week with the NCU faculty supervisor weekly. During the Internship experience, students are required to continue working weekly with a qualified local supervisor to complete direct supervision of the student's clinical work for the duration of the Internship. Students must receive the equivalent of 1 hour of supervision for every 5 hours of client contact. This supervision must involve direct observation or video- recorded observation of the student's sessions. In addition to completion of the required client contact hours and supervision,

during the Internship experience (credits 2 and 3), students are also required to prepare for and take the practice exam for the national licensing exam and, in the internship capstone course, prepare and present their own theoretically-grounded personal model of therapy to the MFT faculty. This course is graded Satisfactory/Unsatisfactory (S/U). (Student Learning Outcomes 1,2, 3, 4)

MFT7101 - Foundations for Doctoral Study in MFT (Doctoral)

Students in this course will be prepared for success in in the field of Marriage and Family Therapy (MFT) doctoral program at Northcentral University. Students are introduced to relevant academic communities, professional standards, and doctoral level expectations. Essential skills needed to pursue a doctoral degree in MFT are emphasized, including critical thinking, comprehending complex scholarly texts and research articles, and effective written communications. Students will identify and begin to explore potential research topics for use in their doctoral studies and complete the course with a roadmap to navigate their way to degree completion.

MFT7102 - Scholarly Writing in MFT (3 sem. cr.; 12 wks)

This course focuses on the scholarly review of literature and academic writing in the field of Marriage and Family Therapy. The course emphasizes preparation for an applied dissertation focused on issues at the local, community, or societal level. In this course, students will a) conduct effective literature searches; b) critically read and synthesize current research; c) write comprehensive, critical, and synthesized reviews of research literature; d) critically review and write about theoretical frameworks; e) address issues of diversity and ethics pertaining to research topics; and f) exercise cultural awareness while apprising a possible research topic.

MFT7103 - Research Methods in MFT (3 sem. cr.; 12 wks)

This graduate-level introductory research methods course builds on the Scholarly Literature Review course. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University. Students will practice some of the skills learned in the Scholarly Literature Review course, such as how to critically analyze the work of others, but now with a focus on methods utilized. In addition, students will learn to critically discuss the primary research methodologies used in scholarly research, determine the steps to collect data, and begin to explore techniques used to analyze original data relating to marriage and family therapy. Students will also identify what criteria are needed for a quality research project and be able to recognize whether the various elements of a research study are aligned and cohesive. These topics and others will be examined with the goal of enhancing a student's independent scholarly skills and preparing them for their own dissertation research and future scholarly endeavors.

MFT7104 - Statistical Design for MFT Research (3 sem. cr.; 12 wks)

This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in family therapy research, and also more generally, developing a working knowledge of statistical usage in everyday life.

MFT7105 - Assessment in MFT Research and Intervention (3 sem. cr.; 12 wks)

In this course, students are trained to administer assessment instruments as an evaluative component of clinical practice and research in marriage and family therapy. Students will become familiar with the use of a wide variety of assessment instruments and clinical assessment procedures relating to children, individuals, couples, and families. Students will also identify specific measurement and evaluation tools or methods for potential use in their own dissertation research.

MFT7106 - Quantitative Research Design in MFT (3 sem. cr.; 12 wks)

This course provides students with the skills essential in the critique and execution of quantitative research methods relating to marriage and family therapy. Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research.

MFT7107 - Qualitative Research Design in MFT (3 sem. cr.; 12 wks)

This course provides students with the skills essential in the critique and execution of qualitative research methods relating to marriage and family therapy. The particular focus of this methodological course is on the application of qualitative research to understanding human phenomena (clinical and non-clinical individuals, families, and social groups). Course content will cover evaluation and critique of research processes, research problems, research designs, selection of appropriate methods of data collection, data analysis strategies, interpretation of findings, and research/evaluation report writing. Students will develop a preliminary methodological design for potential use with their envisioned dissertation research. There is an emphasis on clinical research and students will be expected to take a learning-through-doing/experiential approach.

MFT7108 - Advanced Data Analysis Strategies in MFT (3 sem. cr.; 12 wks)

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.

MFT7109 - Planning Dissertation Research in MFT (3 sem. cr.; 12 wks)

Students in this course will begin the process of writing a dissertation. The course will address the University dissertation process and aids to successfully completing a dissertation, including self-care and time management.

MFT8101 - Advanced Theories in MFT (3 sem. cr.; 12 wks)

This course is designed to be an advanced survey of the theoretical literature related to the practice of marriage and family therapy. The course includes an integrative and critical thinking focus on systems theory, attachment theory, agentive theory, common factors and the metaframeworks perspective. Course content will be related conceptually to clinical concerns.

MFT8102 - Dynamics of Family Interaction (3 sem. cr.; 12 wks)

This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.

MFT8103 - Assessing and Treating Family Violence (3 sem. cr.; 12 wks)

This graduate level course examines family violence and the most effective way to address the consequences of it, including how to treat families that are affected by it. Theory and research will be explored related to definitions, causes, and characteristics of affected families (financial stress/poverty, social stress and the consequences of family violence. The types and targets of family violence will be explored. These include: spouse/partner, children, adolescents, college-aged adults, adults, and older adults. Violence among those in special populations will be included (e.g., same sex couples, rural families, disabled individuals, cross-cultural families, and military families). Students will learn about the importance of completing a thorough and comprehensive assessment of family violence, including an examination of resilience or family strengths as applied to this topic. Finally, the course will prepare students to intervene with families impacted by violence. Information regarding individual, couple, family, and group interventions will be included in the course. Awareness of cultural and ethical considerations will be included throughout the course.

MFT8104 - Pharmacology for Family Therapists (3 sem. cr.; 12 wks)

This course is an overview of clinical psychopharmacology. The course will focus on psychiatric disorders their symptoms and medications. Students will explore basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications, so that appropriate referrals can be made for medication evaluations and so that the side effects of those medications can be identified, and appropriate treatment plans may be developed. In addition the course will teach Marriage and Family Therapists how to interact effectively in collaborative/multidisciplinary settings with other mental healthcare practitioners.

MFT8105 - Theories of Personality (3 sem. cr.; 12 wks)

In this course you will examine, compare, and contrast key personality theories. Drawing on classic and contemporary sources, you will consider Freudian, post-Freudian, behaviorism, and social learning theories. You will also examine more contemporary theories on personality such as those put forth by cognitive, humanistic, and positive psychology. After learning these theories you will apply these concepts to the practice of Marriage and Family Therapy.

MFT8115 - Family Systems Approaches to Addiction (3 sem. cr.; 12 wks)

This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.

MFT8201 - Play Therapy Methods (3 sem. cr.; 12 wks)

This course will focus on the history, principles, and theories of play therapy, play therapy orientations, and applications in clinical practice with a specific emphasis on conceptualizing play therapy using a system theory orientation. Methods of play therapy with individual children, adolescents, and families will be addressed.

MFT8202 - Family Therapy with Adolescents (3 sem. cr.; 12 wks)

This course is designed to provide clinically relevant background information, theory, and therapeutic models and interventions for pertinent presenting clinical problems relevant to adolescents. Course material will address family therapy practice and be related conceptually to theory. Specific methods of therapy with adolescents and facilitating parental and family involvement will be discussed. Intervention strategies for difficult adolescents will be discussed, many of which have a common focus on working both within the family and with external systems relevant to the life of the adolescent.

MFT8205 - Child and Adolescent Assessment and Diagnosis (3 sem. cr.; 12 wks)

In this course students will evaluate the scholarly literature on clinical assessment and diagnosis of childhood and adolescent disorders. DSM-5 diagnostic criteria and assessment procedures will be viewed through a systemic lens and critiqued for their cultural sensitivity. Ethical concerns related to the assessment of children and adolescents will also be discussed.

MFT8206 - Early Childhood and Parenting Interventions (3 sem. cr.; 12 wks)

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.

MFT8207 - Systemic Treatment of Neurodevelopment Disorders in Children and Adolescents (3 sem. cr.; 12 wks)

This course evaluates theory and research on evidence-based, systemic interventions with children and adolescents with neurodevelopmental disorders including attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), intellectual disabilities (ID), and learning disorders (LD). Students will establish an ethical framework for family therapy that is developmentally informed and culturally sensitive. This course presents marriage and family therapists as critical members of multidisciplinary treatment teams for ADHD, ASD, and other neurodevelopmental disorders.

MFT8303 - Systemic Sex Therapy (3 sem. cr.; 12 wks)

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.

MFT8305 - Emotion and Differentiation Focused Couple Therapy (3 sem. cr.; 12 wks)

This course will focus on and emphasize the roles of two major human development forces that influence behavior in relationships: connection (attachment and inclusion) and separation (individuality and differentiation). There are ongoing debates in the MFT world about the role these two forces play in intimate relationships and clinical models differ in how to go about engaging clients in these realms. This course will give students the opportunity to discover more about these life forces and how their principles are

applied in therapeutic conversations with couples. Learners will also be asked to consider both of these influences from a clinical research perspective throughout the course.

MFT8306 - Behavior Informed Couple Therapy Models (3 sem. cr.; 12 wks)

This course will focus on and emphasize couple therapy modalities that have been validated, in some way, by research. There are other models not covered in this course that have some empirical evidence (e.g., there is considerable evidence for EFT's effectiveness) but the models emphasized in this course are largely built on principles of cognitive-behavioral psychology. Two primary models will be covered throughout the course: Gottman's couple therapy model and Jacobson's and Christensen's Integrative Couple Therapy. This course places heavy emphasis on empiricism and students will be encouraged to be thinking like "scholar-practitioners" throughout the course.

MFT8307 - The Couple Life Cycle in MFT Practice and Supervision (3 sem. cr.; 12 wks)

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.

MFT8401 - Medical Family Therapy (3 sem. cr.; 12 wks)

This course is an advanced survey of professional literature and resources related to the practice of medical family therapy. The course includes an emphasis on the biopsychosocial approach to collaborative family healthcare, and an examination of the context within which such collaboration takes place. The broad overview illustrates the multitude of factors that influence medical family therapy practice.

MFT8405 - Medical Family Therapy Applications (3 sem. cr.; 12 wks)

This course addresses the challenges faced by individuals, couples, and families who are experiencing a chronic illness. Throughout this course, students will have the opportunity to identify health complaints and diseases, explore the psychosocial barriers and facilitators to effective treatment, and discover the ways in which cultural beliefs and norms impact the illness experience.

MFT8406 - Families, Health, and Illness (3 sem. cr.; 12 wks)

This course addresses the challenges faced by individuals, couples, and families who are experiencing a chronic illness. Throughout this course, students will have the opportunity to identify health complaints and diseases, explore the psychosocial barriers and facilitators to effective treatment, and discover the ways in which cultural beliefs and norms impact the illness experience.

MFT8407 - Loss and Bereavement (3 sem. cr.; 12 wks)

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.

MFT8503 - Military and Veteran Cultures Across the Lifespan (3 sem. cr.; 12 wks)

This doctoral-level course focuses on military and veteran cultures, including culturally informed clinical practice, research, and policies across the lifespan.

MFT8504 - Trauma and Resilience in Military and Veteran Couples and Families (3 sem. cr.; 12 wks)

This course focuses on precursors, assessment, diagnoses, indicated treatments, research practices, and policies related to trauma and resilience across military and veteran populations.

MFT8505 - Ethical Challenges and Moral Injuries Across Military and Veteran Populations (3 sem. cr.; 12 wks)

This course focuses on ethical standards, moral injury, compassion fatigue, burnout, and common ethical challenges that occur in clinical practice, research, and supervision with military and veteran populations.

MFT8506- Behavioral Health Care with Military and Veteran Populations (3 sem. cr.; 12 wks)

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.

MFT8601 - Gerontology and Systemic Intervention (3 sem. cr.; 12 wks)

This course deals with the biological, social, cognitive, and psychological aspects of aging. Ancillary aspects of aging are also explored, including: issues related to long-

term care, end of life issues, the cultural context of human development, and the impact of socioeconomic status (poverty) on the elderly. A significant focus of the course is the application of systemic treatment/theory to the elderly adult population and multigenerational families.

MFT8951 - MFT Doctoral Practicum I (3 sem. cr.; 12 wks)

This course provides students with an opportunity to demonstrate their competence in advanced MFT practice. Emphasis is placed on the clinical competence in working with diverse populations, advanced application of family and couple therapy models, ethical decision-making, and professional growth. Students must be clinically active during the course and participate in weekly clinical supervision.

MFT8961 - MFT Doctoral Internship I (3 sem. cr.; 12 wks)

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. This 9-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The first of these is MFT8961. 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 speciality. The supervisor's credentials must be approved by the Director of Clinical Field Placements as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their local supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly NCU supervision groups online; each internship is focused solidly in the student's degree speciality (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what the student is already doing); and it provides an experiential base for the student to meet the PhD Program Outcomes and Student Learning Outcomes.

MFT8962 - MFT Doctoral Internship II (3 sem. cr.; 12 wks)

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. The 9-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The second of these is MFT8962. 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 speciality. The supervisor's credentials must be approved by the Director of Clinical Field Placement as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly NCU supervision groups online; each internship is focused solidly in the student's degree speciality (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what the student is already doing); and it provides an experiential base for the student to meet to PhD Program Outcomes and Student Learning Outcomes.

MFT8965 - MFT Doctoral Internship and Portfolio (3 sem. cr.; 12 wks)

Upon completion of the practicum course, doctoral students are required to complete a 9-month, full-time (i.e., 30 hours per week) clinically focused internship. Prior to beginning the doctoral internship, all students must develop an internship contract approved by the Director of Clinical Training in the PhD Internship DRF in Taskstream. The 9-month experience is organized into three 1-credit courses, each being 12 weeks in duration. The second of these is MFT8962. 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 speciality. The supervisor's credentials must be approved by the Director of Clinical Field Placement as a part of the internship contracting process in Taskstream. The internship contract will guide both the student's work during the 9-month internship, and the supervisor's evaluations of the student's work. While each student's internship will be very individualized to provide the best possible growth through experiential learning, each internship will share these characteristics: students will meet regularly with their supervisor; unless it is required by the student's internship contract, students will not have to attend the weekly NCU supervision groups online; each internship is focused solidly in the student's degree speciality (e.g., military family therapy, medical family therapy, couples therapy, etc.); it represents a growth in the student's previous functioning (i.e., it cannot be simply doing more of what the student is already doing); and it provides an experiential base for the student to meet to PhD Program Outcomes and Student Learning Outcomes.

MFT8970 - MFT Supervision (3 sem. cr.; 12 wks)

This course introduces the fundamentals of systemic supervision with an emphasis on the importance of contextual variables such as culture, SES, and ethnicity. There is also an exploration of the impact of gender on the supervisory relationship. The design of the course meets the criteria for the 30-hour supervision fundamentals course for the AAMFT Approved Supervisor track. The intention is for the course also to be useful for any professional who is actively engaged in clinical supervision. Learning methods include short writing exercises and 15 hours of participant involvement in

videoconferences with colleagues and course faculty. During the videoconferences there will be critiques of vignettes, role playing exercises, and discussion of short papers. Participants wishing to pursue the AAMFT Approved Supervisor designation should verify their eligibility with AAMFT.

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CMP9500P - Doctoral Comprehensive Examination- Psychology (3 sem. cr.; 12 wks)

In their pursuit of any doctoral degree (PhD, DBA, or EdD) at Northcentral University, students gain expertise in their academic discipline and in one or more specializations that complement their academic discipline. The Doctoral Comprehensive Examination is intended to assure that students have mastered knowledge of their discipline before candidacy status is achieved and research in support of their dissertation is initiated. The Doctoral Comprehensive Examination is taken following the completion of all content and Research courses. This course is graded using Satisfactory (S), In Progress (IP), and Unsatisfactory (U) grading criteria. The Doctoral Comprehensive Examination must be successfully completed with an "S" grade prior to beginning any Dissertation Research course. The exam is twelve weeks.

DIS9501P - DIS9533P - Doctoral Dissertation I - IX (12 credits minimum) (3 sem. cr.; 12 wks)

In this course sequence, students work progressively on completing each doctoral dissertation milestone toward the completion of the PhD degree. These milestones include Committee and University approval of a dissertation concept paper, a dissertation proposal paper, an approved IRB application by the Northcentral University Institutional Review Board, the collection and analysis of research data, the preparation and approval of the final dissertation manuscript, and the successful completion of the oral defense. Courses are taken continually and sequentially until all dissertation milestones have been completed. Throughout these courses, students often work independently but are required to be in communication with the Chair of their Dissertation Committee at least every 28 calendar days. These courses are graded utilizing Satisfactory (S) and Unsatisfactory (U) as the grading criteria.

RC5000 - Introduction to Academic Writing (3 sem. cr.; 12 wks)

The purpose of this course is to introduce international graduate students to the Northcentral University Academic Writing Process through a series of discussions and assignments that lead graduate students through invention and prewriting, drafting, and revising. This course culminates in a portfolio presentation that charts the graduate student's Academic Writing Process and identifies areas in need of further growth and attention. This course emphasizes the practice and development of English idiomatic phrasing.

RC5001 - Graduate Writing Review (3 sem. cr.; 12 wks)

The purpose of this graduate-level course is to introduce Graduate students to the Northcentral University Research and Writing Process. This course contains a series of discussions and assignments that lead students through all aspects of research and evaluation, prewriting, drafting, and revising. This course focuses on academic discourse and style. This course culminates in a portfolio presentation of the student's Academic Research and Writing Processes.

PSY2000 – Introduction to Psychology (3 sem. cr.; 8 wks)

Psychology is the biological study of behavior and mental processes. This course introduces the student to major concepts, theories, and fields within psychology. Major topics of modern psychology will be covered including methodology, physiological psychology, development, sensation and perception, learning and memory, thinking and cognition, abnormal/clinical psychology, social psychology, positive psychology, and applied psychology. The student will have the opportunity to apply these principles to case studies and to everyday life examples. This course is a pre-requisite for all undergraduate PSY courses if not previously taken.

PSY3002 - Abnormal Psychology (3 sem. cr.; 8 wks)

This course helps students acquire a better understanding of the origins of maladaptive behaviors and their related problems. Students will explore ethical, legal, and social issues related to abnormal psychology and have the opportunity to apply the study of abnormal to everyday life. Students will be examining factors that contribute to the development of mental disorders, and different courses of treatment for them. Finally, students will do an in depth study of a mental disorder that has significant impact on today's society.

PSY3003 - Human Development (3 sem. cr.; 8 wks)

This course explores the physical, cognitive, moral, and emotional-social development of individuals across the life span. The student will be introduced to the basic theories of human development and how maturation, genetics, and the environment impact development throughout the lifespan.

PSY3004 - Basic Research Methods in Psychology (3 sem. cr.; 8 wks)

This course provides an overview of research design and methods in the behavioral sciences. The content focuses on core research concepts as well as how creativity and critical thinking can lead to new findings through a systematic research process. The course will also prepare the student for more advanced research courses to follow at the graduate level.

PSY3006 - Social Psychology (3 sem. cr.; 8 wks)

This basic course provides a general overview of social psychology with specific focus on topics such as the balance between personality and social forces in influencing behavior, how and why we form and end relationships, and the role of the media in promoting aggression and violence. These and other topics will be examined through the lens of social psychology theory and research. Students will have a chance to reflect

on the everyday application of social psychology and to learn more about themselves, and their world as a result.

PSY3007 - Ethical and Professional Issues (3 sem. cr.; 8 wks)

This is an introductory course in ethics, which is designed to provide a general overview of psychology and related fields and to prepare undergraduate students for more advanced coursework in the areas of ethics and law in the helping professions.

PSY3009 - Multicultural Psychology (3 sem. cr.; 8 wks)

This course explores the impact of culture and cultural diversity on behavior, research methodology, and practice in the field of psychology. It introduces theories used by cross-cultural psychologists; examines the influence of culture on personal development, perception, cognition, gender, health, emotions, communication, and personality; and studies cultural awareness and self-identity.

PSY3011 - Introduction to Statistics in Psychology (3 sem. cr.; 8 wks)

This course will acquaint students with basic mathematical and statistical concepts used in psychological research. Students will study descriptive and inferential statistical techniques that are often encountered in behavioral research. The course will provide an exposure to many basic quantitative areas of data analysis in psychology, and make connections to other applications in life.

PSY3012 – Evolutionary Psychology (3 sem. cr.; 8 wks)

Evolutionary psychology is the application of Darwin's theory of evolution to problems of mind and behavior. In this course, we examine major topics of evolutionary psychology such as adaptive design of human brain/mind, parent-child conflict, kinship, mating strategies, altruism, and cooperation, aggression/warfare, culture, and morality and religion. Students will have the opportunity to apply the concepts in this course to real life observations and scenarios.

PSY4200 – Overview of Substance Abuse and Addiction (3 sem. cr.; 8 wks)

This course explores various topics in the study of substance abuse addiction. It provides a general overview of the physical, emotional, psychological and cultural aspects of the addictive process on the individual and the various systems that impact misuse, addiction, treatment, and recovery. Topics covered for each category of drug include: general information, incidence and prevalence, mechanism of action, specific psychological and physical effects and treatment approaches.

PSY4201 – Forensic Psychology (3 sem. cr.; 8 wks)

Forensic psychology involves the application of psychological principles to the justice system, which includes law enforcement, the courts, corrections and victim services. This course presents an overview of topics that are of concern both to psychologists and members of the legal system. Concepts that will be addressed include criminal profiling, eyewitness testimony, crime scene investigation, victim services, and offender rehabilitation and treatment. Psychological principles related to this course include social interaction, cognitive processes, development issues and physiological processes.

PSY4202 – Community Psychology: Prevention and Change (3 sem. cr.; 8 wks)

This course is intended to introduce students to the concepts, values, and practices of Community Psychology. Topics that will be covered include the history of community psychology, stress and social support, social intervention, primary prevention and health promotion, citizen empowerment, and community diversity. This course also will assist students in identifying traditionally underserved populations and their needs.

PSY4203 – Industrial/Organizational Psychology (3 sem. cr.; 8 wks)

Students in this course will explore how psychological theories and research can be applied in organizational settings to improve individual, team and organizational performance. Topics to be covered include methods of job analysis, employee selection, training, performance appraisal, work motivation, leadership and organizational culture. Students will develop an understanding of human behavior in work settings, the variables that have an impact of workers and their productive efficiency and strategies to improve productive human relations in such settings.

PSY4204 – Adult Aging (3 sem. cr.; 8 wks)

Aging describes the natural process and developmental changes that occur during adulthood, a much longer span of time than during childhood and adolescence. This course provides an overview of adult developmental issues, with specific focus on the physical, cognitive, and psychosocial aspects of adult development and aging. Changes in sensory processes, cognitive functions, and social relations, among other factors, and the effects of these changes on the psychological health of the individual as well as ways of coping with these stressors will be examined. End of life issues also will be discussed.

PSY4205 – Principles of Mental Health (3 sem. cr.; 8 wks)

This course is an introduction and overview to the field of mental health counseling. Topics covered include theoretical perspectives on counseling, current trends, ethics and types of interventions. It examines the clinical, school, group, career and marriage counseling and the activities and challenges mental health counselors may find in these settings.

PSY4206 – Critical Thinking and Personal Development (3 sem. cr.; 8 wks)

In this course students will learn the skills of critical thinking. They will learn how to read, think, and write critically, to recognize and evaluate scholarly sources, and to make a logical argument. Students will also learn the basics of recognizing a fallacious argument from a sound argument. The skills learned in this course will serve students in their personal lives as well as help them meet their academic and career goals.

PSY4207 – Psychology of Learning (3 sem. cr.; 8 wks)

Psychology of learning covers behavioral learning theory, including classical and operant learning. In addition, this course focuses on more contemporary theories of learning, such as cognitive, neuropsychological and technology enhanced learning.

PSY4208 – Human Sexual Behavior (3 sem. cr.; 8 wks)

Students in this course will examine how social, psychological, biological, and cultural influences shape sexual practices, expressions, identities, and representations. Additional topics covered include theoretical perspectives on sexuality, issues in sex research, conception, pregnancy, and childbirth, sexuality and the life cycle, attraction, intimacy, and love, sexuality education, and legal issues related to sexuality.

PSY4209 – Psychology and Health (3 sem. cr.; 8 wks)

This course examines the contributions and application of psychological principles and theories to the promotion and maintenance of health and prevention and treatment of illness. It explores the various influences on physical and mental health, including culture and lifestyles, and provides a deeper understanding of the mind-body connection. Topics covered include historical perspectives of health, stress and coping strategies, chronic illness, communicable diseases and pain management.

PSY4210 – Research Project (3 sem. cr.; 8 wks)

The student develops an individual research project, either library or field, under the direction of a faculty member. The student will choose a project that addresses the application of psychological theory to local, state, or global issues. Information literacy, search skills, and the formulation of a research paper will also be a focus of the course.

PSY4500 – Capstone in Psychology (3 sem. cr.; 8 wks)

Pre-requisite: Completion of all required PSY courses

This Capstone Course in Psychology represents a culmination of the student's undergraduate learning. Students will integrate their knowledge and professional growth through an examination of psychology's history, current status, and future directions. They will plot the development of psychology as a science in relation to other important

historical and cultural developments. Students will also review their own progress in psychology, and make plans for their upcoming education.

PSY5101 - Foundations for Graduate Study in Psychology (3 sem. cr.; 8 wks)

This course is an introduction to graduate studies in Psychology. Students will have an opportunity to review psychological theories, ethical principles, and history of the field, including the emergence of diversity in the field of Psychology. In addition, graduate level skills, such as academic integrity, effective use of the Northcentral Library, comprehending complex scholarly texts and research articles, and use of APA form and style in professional communication will be introduced. Students will complete the course with a roadmap to navigate their way to completion of their educational aspirations.

PSY5102 - History and Systems of Psychology (3 sem. cr.; 8 wks)

This course presents a history of psychology beginning with the early Greeks to the modern era. It shows how philosophy combined with developments in natural science and experimental physiology to form the major schools of psychology today. Developments in the fields of psychology will be assessed in the context of the cultures and the times in which they occurred. Psychological theories, knowledge of important individual and events, and critical thinking are emphasized.

PSY5103 - Professional Ethics, Law, and Psychology (3 sem. cr.; 8 wks)

This course examines legal and ethical issues as they relate to the profession of psychology as practiced in any and all settings. Course content includes standards of practice, state licensing and practice regulations, research requirements, and professional ethics codes. This course is required for all graduate students in psychology. Students are encouraged to consider the issues from the perspective of their own specialty and interest, and to complete their assignments from their perspective of interest.

PSY5104 - Theories of Human Development and Functioning (3 sem. cr.; 8 wks)

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.

PSY5105 - Social Psychology (3 sem. cr.; 8 wks)

This course is an overview of social psychology. Specifically, this course will explore how others affect an individual's perceptions, thoughts, emotions, and behavior. We will

examine current research as well as historical social psychological concepts, and explore how social psychological constructs impact one's world.

PSY5106 - Biopsychology (3 sem. cr.; 8 wks)

Biopsychology explores the relation between the function and structure of physiology, especially the brain, and psychological functioning. This course examines the divisions in biopsychology, how the brain grows, what causes it to be damaged, and how it can regenerate or be repaired. Ethical considerations related to research and developments in neuropsychology and applications of the findings of biopsychology to improve the human condition will also be raised.

PSY5107 - Research Design (3 sem. cr.; 8 wks)

The focus of this course is on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students will gain an understanding of the strengths and limitations of each approach, and how these methods apply to the student's area of research interest. This course also provides students with background on research ethics and skills in conducting literature reviews and scholarly writing.

PSY5108 - Cognitive and Affective Basis of Behavior (3 sem. cr.; 8 wks)

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.

PSY6100 - Theories of Personality (3 sem. cr.; 8 wks)

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.

PSY6102 - Multicultural Psychology (3 sem. cr.; 8 wks)

This course prepares the student to deal with essential issues in a multicultural society from both an individual and professional standpoint. Topics to be covered include the emergence of multicultural psychology, considerations for psychological research and testing, and how multiculturalism promotes a plurality of world views and communication styles. The formation and impact of stereotypes and prejudices in the light of establishing and maintaining a cultural identity in a multicultural society will also be examined. Finally, the student will become familiar with differences in access and views on physical and mental health services in different cultures.

PSY6103 - Human Communication: Interviewing Skills (3 sem. cr.; 8 wks)

Verbal and nonverbal communication and listening skills, as well as the ethics that apply to communication are covered in this course. Communication in the workplace, between couples, and across cultures are also key topics of this course. The student will think critically about what makes public speaking influential and also study the cutting edge in communication, electronic mediated communication.

PSY6104 - Positive Psychology (3 sem. cr.; 8 wks)

The course focuses on the positive psychology principles of positive subjective experience, positive traits, and positive institutions. It is an emerging shift within the field of psychology. The emphasis includes a scientific investigation of the latest research of positive psychology focusing on positive human strengths such as optimism, gratitude, hope, and justice. The course offers an opportunity for theoretical exploration and practical application.

PSY6105 - Capstone Course: Psychology (3 sem. cr.; 8 wks)

The Capstone course in Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue of interest to the student in Psychology.

PSY6107 - Adult Psychopathology (3 sem. cr.; 8 wks)

This course explores the concept of psychopathology and perspectives on what distinguishes mental health from mental illness and how research and assessment is applied to this field. Various diagnostic categories will be examined as well as the origins, prevention, and interventions related to psychopathology.

PSY6109 - Career and Lifestyle Development (3 sem. cr.; 8 wks)

This course focuses on the theory and skills needed to provide basic career and lifestyle counseling. During this course, students will explore the importance of careers and lifestyle from a developmental point of view. Research and measurement, which are key to career counseling, will also be evaluated, as well as various career counseling strategies and ethics required in this field. The students will have the opportunity, using scenarios and pilot proposals to exercise skills in career counseling.

PSY6110 - Clinical Survey of Substance Abuse and Dependence (3 sem. cr.; 8 wks)

This course will cover the broad scope of substance use and dependence, and its impact on individuals, families, and society. This includes the costs of substance misuse in terms of lives lost, health problems, and financial losses. Students will explore theories and models of both etiology and treatment of substance use disorders, including the exploration of a variety of both legal and illicit substances, as well as the physiological and psychological processes of dependence. Prescription drug abuse, abuse of over the counter (OTC) drugs, and dietary supplements will also be covered, and gender and diversity issues are highlighted.

PSY6111 - Death and Dying (3 sem. cr.; 8 wks)

This course focuses on psychosocial, cultural, behavioral, and ethical issues related to death and dying. Topics include attitudes toward and preparation for death, hospice and palliative care, and end of life decisions. The importance of religion, rites, and rituals in grieving will be discussed. The types and expression of grief throughout the lifecycle also will be examined.

PSY6112 - Evolutionary Psychology (3 sem. cr.; 8 wks)

Evolutionary psychology is a new approach to thinking about human nature, and how the evolved human being interacts with environments to produce patterns of cognition, emotion, and behavior. This course examines the ideas and research that forms the basis for evolutionary psychology including topics such as survival as the main human motivation, and how that motivation influences spheres of human behavior such as mating, kinship, aggression, altruism, and warfare.

PSY6113 - Group Psychology (3 sem. cr.; 8 wks)

This course examines major research in the social psychology of groups. Topics such as group dynamics, formation, structure, performance, leadership, conflict, intergroup relations, and change, will be addressed and analyzed. Please note that this is not a clinical course, and does not address the therapeutic functioning and conduct of groups.

PSY6114 - Psychological Tests and Measurements (3 sem. cr.; 8 wks)

This course provides students with a fundamental background in assessment and measurement as well as the ability to evaluate the psychometric strengths and weaknesses of individual psychological tests and measurements, using both conceptual and applied. This course focuses on psychometric principles (e.g. validity and reliability), test and items analysis, test construction, and applications of psychological testing in a wide variety of settings.

PSY6115 - Psychology of Learning (3 sem. cr.; 8 wks)

This course addresses learning and learning theory in a variety of contexts. Basic learning principles are explained, including behaviorist and cognitive approaches.

Learning is considered as it impacts behavior change and as it takes place in the classroom, in problem solving for community or civic problems, and in electronically mediated social learning. The special ways that learning occurs in later ages are also examined.

PSY6116 - Psychology of Prejudice & Discrimination (3 sem. cr.; 8 wks)

This course is designed as a comprehensive, research-based overview of the major theories of prejudice, stereotyping, and discrimination. It involves a psychological analysis of different forms of prejudice and discrimination, including racism, sexism, and ageism. The development, maintenance, and prospects for reduction of prejudice and discrimination against minority groups are studied.

PSY6117 - Psychology of Trauma (3 sem. cr.; 8 wks)

In this course, you will consider trauma as a threat to the meaning system of individuals, a threat that occurs in a cultural and ethnic background and has different meanings for diverse individuals. You will consider how individuals can prevent or prepare for traumatic events, the special situation of trauma in the military, and the role of meaning reconstruction in trauma recovery.

PSY6120 - Temperament and Emotions (3 sem. cr.; 8 wks)

Theory and research on emotions point to the role of emotions as an evolving survival mechanism. In this course, you will explore the relation between emotions, physiology, and cognition, and the cultural contexts in which emotions occur. After examining the characteristics of different emotions, you will explore their role in the development of personality and in overall mental health and illness. Finally, you will consider how emotions may need to evolve to meet the demand of the future.

PSY6121 - Theories of Psychotherapy and Counseling (3 sem. cr.; 8 wks)

This course examines prominent theories in psychotherapy and counseling, from their early beginnings through contemporary times. Approaches such as psychoanalytic, client centered, behavioral, cognitive, existential, gestalt, contemplative, and integrative will be examined. The course also examines the importance of cultural competency in all approaches. Historical bases, underlying personality theories, applications, and case studies for each approach will be considered.

PSY6201 - Psychology of Sex and Sexuality (3 sem. cr.; 8 wks)

In this course, students will examine dimensions of human sexuality from physiological, psychological, social and cultural points of view. Topics include an overview of psychosexual development, cultural and individual variations, gender identities, and gender roles.

PSY6202 - Psychology of Gender (3 sem. cr.; 8 wks)

This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality such as sex and race will be examined in the context of sexual orientation and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.

PSY6203 - Introduction to Gender Variance (3 sem. cr.; 8 wks)

This course offers a comprehensive biological, social and psychological focus on psychotherapy and counseling with individuals who identify as gender variant and their families. Assessment and treatment are presented through a nonpathologising lens that allows for ethical and competent treatment of the myriad of individuals who identify as members of the transgender community.

PSY6205 - Capstone Course: Gender Diversity Studies (3 sem. cr.; 8 wks)

The Capstone course in Gender and Diversity Studies is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Gender and Diversity Studies.

PSY6206 - LGBTQ Affirmative Psychology (3 sem. cr.; 8 wks)

This course addresses the full spectrum of human sexuality and the individual's development of sexual and gender identities. Identities that intersect with sexuality such as sex and race will be examined in the context of sexual orientation and across cultures and history. This course will also explore gay-affirmative treatment modalities and historical developments relevant to this population.

PSY6301 - Health Psychology (3 sem. cr.; 8 wks)

This course considers the biopsychosocial model of health and how it interacts with important issues in health such as primary prevention and change. Specific cognitive behavioral change approaches, communicating with diverse groups in health care and psychological factors in chronic and end state diseases are addressed in this course.

PSY6302 - Behavioral Nutrition (3 sem. cr.; 8 wks)

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.

PSY6303 - Stress and Coping (3 sem. cr.; 8 wks)

This course examines sources, manifestations, and coping models for stress. A special emphasis is put on the role of thought and cognition, in mediating stress. Students will develop an array of tools for dealing with stress in themselves and others.

PSY6304 - Coaching for Health and Wellness (3 sem. cr.; 8 wks)

This course focuses on evidence based approaches for coaching others in the prevention of illness, promotion of health, and living optimally with chronic illness. Key processes such as goal setting, identification of obstacles, and use of personal support systems will be addressed.

PSY6305 - Capstone Course: Health Psychology (3 sem. cr.; 8 wks)

The Capstone course in Health Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Health Psychology.

PSY6401 - Industrial/Organizational Psychology (3 sem. cr.; 8 wks)

This course focuses on how psychological principles are applied in work settings. An evaluation of current models and theories used in Industrial/Organizational (I/O) Psychology will be explored. Research methodologies as well as the history of I/O psychology will be investigated. Key concepts include teamwork, work motivation, and job analysis.

PSY6402 - Applied Statistics (3 sem. cr.; 8 wks)

This course introduces the graduate student to the calculation, use, and interpretation of descriptive statistics and inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts and helping students to understand statistical methodologies used in psychology, and, more generally, to develop a working knowledge of statistical usage in everyday life.

PSY6403 - Tests and Measurements in Industrial/Organizational Psychology (3 sem. cr.; 8 wks)

This course introduces students to the basic theories, applications, and issues of psychological testing and assessment. It reviews the history and ethics of tests and

measurements in Industrial Psychology. Job analysis, performance appraisal, and employee selection will be examined, as well as the merits of personality and vocational testing.

PSY6414 - Small Group Theory and Team Processes (3 sem. cr.; 8 wks)

This course examines the small group and team processes in the workplace. Topics include team development, effectively leading teams, the establishment of group norms and goals, group problem solving and decision making, and resolving group conflict. Both research and application of concepts are highlighted.

PSY6415 - Capstone Course: Industrial/Organizational Psychology (3 sem. cr.; 8 wks)

The Capstone course in Industrial/Organizational Psychology is an opportunity to demonstrate a range of professional competencies and communication skills, reflecting the knowledge, critical thinking, sensitivity to ethics and diversity, and appreciation of research that has been acquired during the MA program. The Capstone course culminates in a review of the evidence based practices related to a specific issue in the field of Industrial/Organizational Psychology.

PSY6420 - Organizational Development (3 sem. cr.; 8 wks)

This course explores the role of the Organization Development (OD) practitioner in supporting and/or leading change in organizations. In order to facilitate change so that it enhances productivity, students will learn about the evolution of organization development, the process of change, and the many types and components appropriate in different OD situations. The goal of this course is for students to be able to both manage and implement interventions to remake the way an organization functions.

PSY6421 - Psychology of Leadership (3 sem. cr.; 8 wks)

Students in this course will examine leadership in the modern global workplace, emphasizing the elements of a good leader. Trait, behavior, contingency, and contemporary theories of leadership and management will be explored. Legal and ethical/moral issues as well as gender and sociocultural challenges will also be highlighted throughout the course. Additional topics include: leadership skill development, managing conflict, developing a leadership vision, leading groups and teams, and leadership versus management. Students in this course will gain an understanding of their own leadership style and improve their leadership self-awareness.

PSY6422 - Work Motivation and Employee Engagement (3 sem. cr.; 8 wks)

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.

PSY6423-8 Training and Evaluation (3 sem. cr.; 8 wks)

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.

PSY6425-8 Survey Methods and Organizational Behavior (3 sem. cr.; 8 wks)

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.

PSY6901 - Practicum I (3 sem. cr.; 12 wks)

Pre-requisite: Approval by Director of Clinical Training

Practicum I is the first of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University faculty will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. The student is required to fully describe these activities in their Learning Contract. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY6902 - Practicum II (3 sem. cr.; 12 wks)

Pre-requisite: Approval by Director of Clinical Training

Practicum II is the second of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University

faculty will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY7011 - History and Systems of Psychology (3 sem. cr.; 12 wks)

This doctoral-level course surveys the development of modern psychology. It provides a thorough introduction to the philosophical underpinnings and the theoretical progressing of the study of the mind and behavior. Key theorists and schools of psychology will be reviewed and their influences on contemporary psychology will be examined.

PSY7012 - Professional Ethics, Law, and Psychology (3 sem. cr.; 12 wks)

This doctoral-level course examines legal and ethical issues as they relate to the profession of psychology. Students will review basic principles of ethics, how ethics are applied in professional settings, and specifically, how various ethical dilemmas present themselves in the practice of psychology. Dilemmas common to practice settings, teaching, and consulting are explored. Students will engage their learning through extensive review and analyses of case studies. Further, students will plot their own ethical development throughout the course.

PSY7013 - Human Development and Functioning (3 sem. cr.; 12 wks)

In this doctoral level course, the student will study human development and functioning. Students will engage in a variety of activities and applications through which they will explore theories and research of physical, cognitive, and psychosocial development across the lifespan. Students will also develop an appreciation of ontological, epistemological, and methodological issues within the field of developmental science.

PSY7014 - Social Psychology (3 sem. cr.; 12 wks)

In this course, you will examine the social aspect of human behavior. In particular, you will analyze core social motives that have evolved to ensure human survival, and how these are applied in the social situation. You will closely examine theory and research in key areas of social psychology such as attitudes, bias, social influence, aggression, pro social behavior, and the social nature of the self.

PSY7101 - Foundations for Doctoral Study in Psychology (3 sem. cr.; 12 wks)

This course is an orientation to Northcentral University and to the essential skills needed to pursue a PhD degree in Psychology. Doctoral level skills, such as academic integrity, time management, effective use of the Northcentral Library, comprehending

complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will complete the course with a better understanding of personal goals, strengths, and challenges, and a roadmap to navigate their way to completion of their educational aspirations.

PSY7102 - Scholarly Writing and Professional Communication in Psychology (3 sem. cr.; 12 wks)

In this course, students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, such as evaluation reports, proposals, papers, poster presentations, annotated bibliographies, PowerPoint Presentations, scholarly Web sites, and blogs, and practice those appropriate to their degree and career goals. The student will also develop techniques for following APA form and style and avoiding plagiarism.

PSY7103 - Research Methods (3 sem. cr.; 12 wks)

This doctoral-level course focuses on the fundamentals of quantitative, qualitative, and mixed methods approaches to psychological research. Students gain an understanding of the strengths and limitations of each approach, and how these methods apply to a research topic. The concepts of critical evaluating, published research, research ethics, and developing a research proposal will also be explored and practiced. In addition, it provides a foundation for subsequent research courses in preparation for successfully completing a dissertation at Northcentral University.

PSY7104 - Statistics I (3 sem. cr.; 12 wks)

This course provides an introductory exploration of statistics for the graduate student. It includes instruction on the calculation, use, and interpretation of descriptive statistics, and introduces inferential statistical analysis. The emphasis of this course is on providing a working knowledge of basic statistical concepts to help the student understand statistical methodology used in psychology, and also more generally, developing a working knowledge of statistical usage in everyday life

PSY7105 - Tests and Measurements (3 sem. cr.; 12 wks)

This doctoral-level course will introduce the student to psychological test construction, administration and interpretation as well as current research in the area. Commonly used tests to assess cognition and personality will be studied.

PSY7106 - Quantitative Research Design (3 sem. cr.; 12 wks)

This course provides students with the skills essential for designing experimental, quasi-experiment, and survey studies; analyzing the data collected in these studies; and

interpreting the results of data analyses. Students will explore designs and statistical techniques to use with their envisioned dissertation research.

PSY7107 - Statistics II (3 sem. cr.; 12 wks)

This course is an intermediate examination of statistical analyses commonly used for research in behavioral and health sciences. It prepares the doctoral student with the skills required to plan, conduct (using SPSS), report, and interpret quantitative statistical analyses. Topics include: basic statistical knowledge, probability theory, exploratory data analysis, assumptions for statistical tests, parametric and nonparametric tests. Specific analyses include: correlation, regression (simple, multiple, and logistic) basic ANOVA and advanced ANOVA techniques.

PSY7108 - Qualitative Research Design (3 sem. cr.; 12 wks)

Examination of qualitative methods for studying human behavior including grounded theory, narrative analysis, ethnography, mixed methods, and case studies.

PSY7109 - Planning Dissertation Research in Psychology (3 sem. cr.; 12 wks)

This course focuses on how (a) to conduct effective literature searches, specifically in preparation for the dissertation (b) to develop a plan for writing comprehensive, critical, and synthesized reviews of research literature and (c) to critically review and write about underlying theoretical frameworks that lay the foundation for future research. The overarching goal of this course is for students to conduct an extensive search of the peer-reviewed research literature in their topic area and identify potential areas of inquiry for their dissertation.

PSY7115 - Tests and Measurements in Industrial/Organizational Psychology (3 sem. cr.; 12 wks)

This doctoral-level course will introduce the student to psychological test construction, administration and interpretation as well as current research in the area. Commonly used tests to assess cognition and personality will be studied.

PSY8100 - Theories of Personality (3 sem. cr.; 12 wks)

This course reviews the various theoretical perspectives that have attempted to define and assess personality. Students will trace modern psychology's efforts to explain differences in individual personalities as well as identify universal characteristics. Finally, students will analyze and compare various concepts regarding personality and assess their application in understanding why people act in the manner that they do.

PSY8101 - Multicultural Psychology (3 sem. cr.; 12 wks)

This doctoral-level course is designed to increase awareness of multicultural issues in psychology, including some issues of social diversity, with a focus on theoretical models, research, and techniques and interventions for working with culturally diverse populations in various settings from therapy to the workplace. .

PSY8102 - Biopsychology (3 sem. cr.; 12 wks)

This course takes a biopsychological perspective on key issues in behavior and mental health such as sex and gender, obesity, substance addiction, knowledge, cognition, and learning. The latest research and ethical issues in neuropsychology, such as neurogenesis, degeneration, regeneration, and the relation of adverse childhood events on brain structure and functioning will also be explored.

PSY8103 - Cognition, Emotion and Motivation (3 sem. cr.; 12 wks)

This doctoral-level course examines the critical concepts of emotion, motivation, and cognition. Topics to be explored include biological, cognitive, cultural, and social influences on emotional development and behavior. The importance of motivation on emotion will be reviewed. The relationship between emotion and cognition will be evaluated as will the concept of emotional intelligence. Emotions and their impact on mental health also will be discussed.

PSY8104 - Positive Psychology (3 sem. cr.; 12 wks)

This course focuses on the positive psychology principles of positive subjective experience, positive traits, and positive institutions. It is an emerging shift within the field of psychology. The emphasis includes a scientific investigation of the latest research of positive psychology focusing on positive human strengths such as optimism, gratitude, hope, and justice. The course offers an opportunity for theoretical exploration and practical application.

PSY8105 - Community Psychology (3 sem. cr.; 12 wks)

This course focuses on theories, research findings, and applications of community psychology. Relationships between environmental conditions and the development of the health and well-being of all members of a community are also examined.

PSY8106 - Human Communication- Interviewing Skills (3 sem. cr.; 12 wks)

Students in this course will learn, practice, and develop core communication skills that are essential to interviewing in the helping professions. As this is a practice oriented course, students who plan to use interviewing techniques in their current or future professions will gain experience in essential communication skills such as listening to clients, clarifying concerns, and facilitating appropriate actions. Those students will benefit most from this course who are either currently in a helping profession capacity where interviewing is applied or who are able to practice their skills as interns or in other

settings. Note: students will need access to audio or simple video tape equipment to complete the assignments in this course.

PSY8110 - Psychology of Violence (3 sem. cr.; 12 wks)

Incidences of violence range from interpersonal violence including domestic violence/spousal abuse to workplace violence to worldwide terrorism. In this course, students will become aware of the causes of violence, the impact on victims of violence, and programmatic attempts to reduce violence. Students will explore current research regarding violence and learn prevention and treatment strategies to use in both professional and personal settings.

PSY8111 - Clinical Survey of Substance Abuse and Dependence (3 sem. cr.; 12 wks)

In this course, students will focus on the dynamics of substance abuse and dependence including illegal and prescription drugs, alcohol, and marijuana. Students will gain a basic understanding of the psychopharmacology of substance use and abuse, and explore the physiological and psychological processes of dependence. In addition, students will explore the interrelatedness of substance abuse with various factors in the individual, the family, and the society.

PSY8112 - Addiction Assessment and Treatment Planning (3 sem. cr.; 12 wks)

This course provides an overview of addiction assessment and treatment planning. Course materials address addiction assessment testing, biopsychosocial interviewing, the Addiction Severity Index (ASI), multi-axial diagnosis, treatment placement based on the ASAM Patient Placement Criteria, and treatment planning.

PSY8113 - Addiction and Related Disorders (3 sem. cr.; 12 wks)

This doctoral-level course is designed as a comprehensive overview of research in addictions and related behaviors. This course presents information on addiction, related disorders, and their associated compulsive behaviors by identifying clinical syndromes associated with substance use disorder, eating disorders, and gambling disorder. In addition, this course explores other compulsive disorders such as sex addiction, workaholism, and compulsive buying. These disorders and compulsive behaviors will be analyzed through a series of case studies. These disorders and compulsive behaviors will be analyzed through a series of case studies, while identifying DSM criteria that are associated with these disorders. This course also examines etiological theories, screening tools, assessment processes, and treatment interventions as well as their co-occurrence with each other or with other psychiatric disorders.

PSY8114 - Co-Occurring Disorders (3 sem. cr.; 12 wks)

This doctoral-level course is designed as a comprehensive overview of co-occurring disorders (sometimes termed dual diagnosis). This course explores several mental disorders that commonly co-occur with substance use disorders. Students will focus on current research and diagnostic criteria (found in the current edition of the *Diagnostic and Statistical Manual of Mental Disorders*). Primary and secondary differential analysis, assessment, intervention, and treatment will be addressed along with legal, ethical, and cultural considerations.

PSY8115 - Family Systems Approaches to Addiction (3 sem. cr.; 12 wks)

This course provides an overview of family systems approaches to addiction. Course material addresses addiction with respect to etiology, intervention, assessment, diagnosis, and treatment from a family systems perspective. In addition, the course explores how multicultural systemic issues influence family systems approaches to dealing with addictions.

PSY8116 - Group Therapy (3 sem. cr.; 12 wks)

Group work, including group counseling, group therapy, and other type of change-oriented groups, involves special dynamics and processes and requires specific leader behaviors and characteristics. In this course, the student will examine, apply, and analyze these factors of group work. Videotapes of group therapy sessions conducted by expert and beginning therapists will form a basis for learning.

PSY8117 - Life Coaching (3 sem. cr.; 12 wks)

This doctoral-level course outlines the profession of life coaching and is designed for individuals who have taken previous upper level courses in psychology and are interested in understanding the fundamentals of the coaching profession. During this course, students review coaching ethics, standards, interview skills, communication, strategies and tools, motivation and inspiration, problem solving, goal setting, and life design. This course is ideal for individuals who are interested in completing a full certified coaching program.

PSY8119 - Adult Psychopathology (3 sem. cr.; 12 wks)

This course addresses the way psychopathology is conceptualized, as well as how adult psychopathology is diagnosed. Students will make critical appraisal of current diagnostic systems and consider the cultural and social contexts of psychopathology.

PSY8120 - Child and Adolescent Psychology (3 sem. cr.; 12 wks)

This course explores human development from conception through adolescence. Through reading, research and interaction with fellow students and faculty, this course provides opportunities to experience concepts and theories of healthy cognitive,

emotional, and social experiences that can be carried into adulthood. Prevention, effects and recovery from unhealthy experiences will be addressed.

PSY8121 - Psychology of Aging (3 sem. cr.; 12 wks)

This doctoral-level course deals with the biological and psychological changes that occur within adults over time (intra-individual changes) and the extent to which these changes occur at different rates among different individuals (inter-individual differences). Current research will be examined.

PSY8122 - Career and Lifestyle Development (3 sem. cr.; 12 wks)

This doctoral-level course focuses on the theory, application, and skills needed to provide basic career and lifestyle counseling. The developmental and longitudinal changes people experience across the life span are critical to vocational planning. Information covered includes a survey of career development theories and research, career choices, service delivery models, assessment, application of counseling skills, life transition points, educational and career resources, needs of special populations, and professional issues.

PSY8123 - Theories of Psychotherapy and Counseling (3 sem. cr.; 12 wks)

In this course, students will learn the integral approach to theories of psychotherapy and counseling, integrating multiple theories and approaches to be able to serve the multiple needs of a multifaceted, multicultural clientele. Rather than learning a collection of theories, students will understand how various theories complement each other, and how each contributes to a fuller understanding of the human being. Throughout the course, students will apply and reflect on their learning to develop their own integral, comprehensive approach to this fascinating topic.

PSY8124 - Research Project in Psychology (3 sem. cr.; 12 wks)

This doctoral-level course requires the student to create a research project in coordination with the student's faculty advisor and course faculty member. The student will conduct a research study in the area of specialization or interest, and document the results in a formal project paper that documents the topic, methodology, analysis of results, and discussion/conclusions according to standard research conventions in the field of Psychology. Individual topic areas are to be submitted to and approved by the faculty member. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8125 - Psychology of Perception (3 sem. cr.; 12 wks)

This doctoral-level course will introduce the student to the research into the psychoneuroanatomy of human perception, including vision, audition, taction, olfaction, and gustation. An extension of physiological psychology, psychology of perception

delves into the finer points of the cognitive, motor, and limbic inputs that derive from normal and abnormal human sensory perception. The course also helps the student to understand mind-body/body-mind processes through more definitive models of behavior.

PSY8126 - Evolutionary Psychology (3 sem. cr.; 12 wks)

This doctoral-level course provides an introduction to emerging approaches in the social sciences that are linked but not limited to the fields of psychology, sociology, and anthropology. Evolutionary psychology does not refer to a specific set of research topics or content area, but rather to a new approach of thinking about human nature and how it interacts with environments to produce patterns of cognition, emotion, and behavior. Although emerging interest of this approach to psychological theory and investigation is growing, it remains highly controversial.

PSY8127 - Group Psychology (3 sem. cr.; 12 wks)

Students will examine and apply theories related to the structure and processes of groups in multiple settings. The interactive nature of influence between a group and its members, leadership, power, and decision making are only a few of the important topics students will study. Students will examine research and apply theories to group case studies.

PSY8128 - Stress and Coping (3 sem. cr.; 12 wks)

This doctoral-level course provides a comprehensive overview of the theoretical foundations and empirical research on the psychological, physiological, and environmental nature of stress. The impact of acute and chronic stress is examined and emphasis is given to various approaches to stress management.

PSY8129 - Organizational Training and Development (3 sem. cr.; 12 wks)

This course provides an in-depth look at how organizations train and develop associates. Topics include how training content is developed, how content relates to organizational strategy, the importance of needs assessment, effective training evaluation, and appropriate instructional methods. Fundamental psychological theories impacting organizational training and development are highlighted.

PSY8134 - Psychopharmacology (3 sem. cr.; 12 wks)

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.

PSY8200 - Sexual Issues (3 sem. cr.; 12 wks)

This is a doctoral-level comprehensive course focusing on physiological, psychological, and social cultural variables associated with sexual identity, psychological, cultural, and biological aspects of human sexuality, including an overview of psychosexual development, cultural and individual variations, gender identities and roles, and legal aspects.

PSY8201 - Dynamics of Family Interaction (3 sem. cr.; 12 wks)

This course examines the theoretical and empirical contributions to the understanding of marital and family systems. The specific focus of the course is on the processes and dynamics of interaction within these relationships. The course will include content on the history of family life, diverse family types, roles and rules in families, family problems and family health, and rituals in family life. Conceptualizations of effective functioning in marriages and families will be studied and various factors that impact marital and family systems will be addressed.

PSY8203 - Psychology of Gender (3 sem. cr.; 12 wks)

In this doctoral-level course, students will think critically about the way in which gender is understood from various perspectives. Students will explore the difference between sex and gender, and how gender impacts relationships and communication. Changing gender roles and gender roles in diverse cultures will also be important points. Students will have the opportunity to learn about these topics, as well as to apply and to reflect on these important issues.

PSY8204 - Psychological Aspects of Gender Variance (3 sem. cr.; 12 wks)

This is a doctoral-level course with a comprehensive focus on ethical, appropriate psychotherapy and counseling across the lifespan with individuals that identify as gender variant. The course addresses clinical competencies, theoretical approaches to understanding gender variance, and treatment modalities with both children and adults. The course assumes a basic working knowledge of the current thinking on transgender issues.

PSY8205 - Psychology and the Gay, Lesbian and Bisexual Population (3 sem. cr.; 12 wks)

This is a doctoral-level course focuses on advanced issues in psychotherapy and counseling with individuals who identify as Gay, Lesbian, or Bisexual (GLB). This course also explores clinical models, family function and dynamics, ethical principles, and counseling techniques.

PSY8206 - Sex, Sexuality and Power Dynamics (3 sem. cr.; 12 wks)

In this course, students will address topics such as domestic and sexual violence, sexual exploitation, sexual assault, rape and sexual abuse, human sex trafficking, prostitution, and pornography. The course will also examine the work in prevention and treatment, and highlight ways to empower survivors of sexual trauma. Public policy efforts to prevent sexual violence and address sexual trauma will be explored.

PSY8300 - Health Psychology (3 sem. cr.; 12 wks)

This doctoral-level course examines how biological, psychological, and social factors influence the individual's physical health and well being. Key topics include health promotion and illness prevention, and stress management. The role of health psychologists will be discussed, including how they contribute to healthcare programming and policy. Global health concerns also will be addressed.

PSY8301 - Psychosocial Factors in Health (3 sem. cr.; 12 wks)

The body-mind connection is a well-researched topic in the field of medicine and psychology. This course will help the student become aware of the body of research surrounding the impact of behavior, psychology, and social factors on physical health. Further, it will explore how diversity issues, such as gender, age, and ethnocultural background influence health-related behaviors.

PSY8302 - Behavioral Nutrition (3 sem. cr.; 12 wks)

The interaction of behavior and nutrition is an increasingly important one as nutrition and eating patterns impact the brain and behavior. In this course students will analyze reliable sources of information and statistics in the field of behavioral nutrition, apply ethics and a sensitivity to diversity in developing public health nutrition programs, and utilize text and graphics in communicating information in this field.

PSY8303 - Eating Disorders and Obesity (3 sem. cr.; 12 wks)

This course surveys topics related to eating disorders and obesity, including etiology, assessment, diagnosis, treatment, and prevention. Specific focus is given to the dispositional, social, and cultural factors associated with the development and maintenance of disordered eating patterns. Implications for psychological and physical health are examined.

PSY8304 - Complementary and Alternative Medicine (3 sem. cr.; 12 wks)

This course takes an evaluative look at complementary and alternative methods (CAM) aimed at promoting health and wellness. Evidence based practice in the application of complementary and alternative methods to health will be explored, as will the increasing

use of CAMs in traditional medicine, and their comparative importance among diverse groups.

PSY8305 - Consultation and Interventions in Health Care Settings (3 sem. cr.; 12 wks)

Consulting in health settings requires an array of personal skills, knowledge and information, and techniques. In this course, the student learns practical skills for consulting. The student also becomes familiar with typical programs offered by consultants in healthcare settings.

PSY8320 - Psychology of Traumatic Stress (3 sem. cr.; 12 wks)

Students will identify the different types of trauma and disaster and their antecedents. The neurological implications of traumatic stress will be explored. The history of the field of trauma psychology will be examined. Trauma research and treatment also will be reviewed.

PSY8322 - Disaster, Terrorism, and Mass Violence: Impacts on Mental Health (3 sem. cr.; 12 wks)

This course reviews human-caused trauma and disaster, including mass shootings, bombings, riots, exposure to biohazards, and acts of terrorism, and their impacts on mental health. It will examine survivor and responder reactions and needs, and introduce strategies to assist individuals in moving on with their lives post-traumatic events.

PSY8323 - Trauma-informed Assessment, Risk, and Diagnosis (3 sem. cr.; 12 wks)

This course provides a foundation for the assessment and diagnosis of acute and long-term symptoms associated with traumatic experience. Various measurements of post-traumatic stress will be examined. Attention will also be given to identifying individuals at continued risk for traumatic stress.

PSY8324 - Trauma-informed Interventions with Disaster and Trauma Survivors (3 sem. cr.; 12 wks)

Students will examine the theories and techniques related to crisis intervention. The roles, responsibilities, and functions of crisis counselors as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event also will be reviewed. Note: This is not a counseling course.

PSY8325 - Gender and Cultural Considerations in Disaster Trauma and Response (3 sem. cr.; 12 wks)

This course explores diverse populations and their experiences and reactions to various types of trauma. Among the topics addressed are culturally appropriate and effective community interventions designed to foster resilience.

PSY8330 - Mental Health and Aging (3 sem. cr.; 12 wks)

In this course, students will review psychological aging and mental health, an area often misunderstood by older adults, family, caregivers and medical professionals. Common mental health issues such as depression, addiction and anxiety faced by older adults will be addressed. Neurological changes, including Mild Cognitive Impairment (MCI) and dementia spectrum disorders, will be examined. Symptoms, assessment, and treatment options for mental health issues in this population are complicated with the presence of other physical problems and associated medications and treatment. Other topics to discuss include risk factors for non-medication compliance, elderly neglect and abuse in residential homes, loneliness and cross culture differences in coping strategies and social support.

PSY8331- Aging, Families and Elder Care (3 sem. cr.; 12 wks)

In this course, students will examine the gamut of helping services known as elder care. These services include basic assistance with activities of daily living (ADLs), to rehabilitation care, aging in place, familial caregiving, long-term care and hospice. This course focuses on the concepts, theories and strategies related to the care of older adults. Common concerns related to elder care needs will be discussed including the emotional strains families may face. A key component of the course will be identification of caregiver strategies, including support groups, respite care and other community resources.

PSY8332 - Multicultural Perspectives of Aging (3 sem. cr.; 12 wks)

In this course, students will examine multicultural influences on the aging process on individuals. Topics to be covered include attitudes toward aging and well-being, social support, elder care, and end of life issues. Gender and ethnic differences in aging experiences will be discussed. Concerns related to special populations also will be addressed.

PSY8333 - Psychological Practice in Gerontology (3 sem. cr.; 12 wks)

This course addresses the psychologist's role in elder care management. Topics to be covered include an overview of psychological assessment and evaluation as applied to aging adults as well as therapeutic techniques and intervention related to elderly on individual, group and family level. Ethical considerations in geropsychology practice also will be discussed. Areas of practice such as clinical settings, government and nonprofit agencies, nursing homes, also will be reviewed.

PSY8334 - Death and Dying (3 sem. cr.; 12 wks)

In this course, students will consider the psychological aspects of death and dying in modern society. Students will also explore attitudes toward death and theories related to the stages of death and dying, along with coping strategies for dealing with impending death, the aftermath of suicide, and end of life decisions. This course will also address assisted dying, grief, and survivor's guilt.

PSY8325 - Gender and Cultural Considerations in Disaster Trauma and Response (3 sem. cr.; 12 wks)

This course explores diverse populations and their experiences and reactions to various types of trauma. Among the topics addressed are culturally appropriate and effective community interventions designed to foster resilience.

PSY8400 - Industrial/Organizational Psychology (3 sem. cr.; 12 wks)

This overview course focuses on the wide variety of topics found within the field of I/O psychology such as employee selection, training and development, job analysis, and motivation. Key theories, recent research and innovative applications within the field will be addressed.

PSY8401 - Leadership and Management (3 sem. cr.; 12 wks)

In this course, students will gain an appreciation of leadership and how it differs from management. Students will approach these topics through a review of literature. Self-assessment on key leadership scales will help the student understand their own profile as leaders, as well as gain additional insight in the characteristics of leaders.

PSY8402 - Work Motivation and Attitudes (3 sem. cr.; 12 wks)

This course focuses on contemporary theories and research surrounding job attitudes and motivation in the workplace. Strategies for increasing motivation and improving job attitudes, as well as important issues such as diversity, workplace misbehavior, and stress are addressed.

PSY8403 - Organizational Development (3 sem. cr.; 12 wks)

This course provides an overview of theory, research and practice related to the implementation and management of change in organizations. The role of culture, climate and leadership in planned organizational change is explored.

PSY8404 - Consulting in Business, Education, and Health (3 sem. cr.; 12 wks)

Consulting in schools, businesses, and mental health settings requires an array of personal skills, knowledge and information, and techniques. In this course you will learn how to develop personal skills and understanding of consulting to give you a basis to develop a successful consulting program.

PSY8406 - Multivariate Statistical Analysis (3 sem. cr.; 12 wks)

The central theme of this course is the general linear statistical model and its derivative methods including multivariate analysis of variance (MANOVA), MANCOVA, factor analysis, discriminant analysis, cluster analysis, linear modeling, path analysis and structural equation modeling. The course covers theoretical, computational, and interpretive issues of multivariate exploratory and inferential statistical procedures.

PSY8500 – Mental Health Service Policy (3 sem. cr.; 12 wks)

Mental health encompasses an extensive and diverse range of services in the United States including substance abuse, school-based mental health, and mental health in the criminal justice system. This course will explore these services as well as approaches to identifying persons who suffer from mental illness, treatment settings, and research and evaluation of mental health policy.

PSY8501 – Mental Health Administration and Management (3 sem. cr.; 12 wks)

Effective development, integration, and maintenance of a mental health organization are necessary in today's market in order to have sustainability. How ideas will be transformed into reality will be reviewed and how an organization adapts to change will also be discussed. Students in this course will be asked to analyze strategic management factors such as how to best create a multidisciplinary team that will coordinate roles within the organization and maximize supervisory capabilities.

PSY8502 – Comparative Analysis of Psychotherapies (3 sem. cr.; 12 wks)

In this course the student will analyze the complicated issues associated with various contemporary therapies used by behavioral health practitioners. The student will be exposed to core and peripheral elements of the most commonly used approaches to treating minor and major mental illnesses and behavioral challenges. Methods of therapeutic accountability, clinical feedback and outcome monitoring which can be used across all therapeutic approaches will also be examined.

PSY8503 – Evidence-Based Treatments (3 sem. cr.; 12 wks)

Evidence-based treatments refer to mental and behavioral health interventions for which systematic and empirical research is provided to assess the effectiveness of treatments. Students in this course will be asked to analyze and evaluate treatment approaches in regards to moral, empirical, and political criteria. Students will also be expected to evaluate and synthesize considerations for "good practice" in the absence of empirical evidence and to appraise and select appropriate instruments for evaluation. An overview of the evidence-based culture will also be explored.

PSY8504 – Psychology and Finance (3 sem. cr.; 12 wks)

This course will examine how human psychology influences economic conditions and socio-economic institutions. The student will explore psychological factors, such as fairness, corruption, bad faith, money illusion, confidence, and stories, and how these factors influence the global economy. The student will also examine biases related to financial decision making and economic risk taking as these relate to status-seeking behavior.

PSY8505 – Mental Health and the Courts (3 sem. cr.; 12 wks)

The intersection of mental health policy, practice, and the law is complicated. In this course the student will be exposed to psycho-legal concepts such as those involved in the use of behavioral health evidence in courts, therapeutic jurisprudence, juvenile delinquency, child abuse and neglect, competency to stand trial, and personal rights.

PSY8600 - Integrated Theories of Addiction and Rehabilitation (3 sem. cr.; 12 wks)

This course is designed for the advanced practitioner and those with a working history in addiction treatment interested in learning more about integrated theories of addiction and rehabilitation. Topics to be covered include the history of alcohol and other drug treatment, models and theories of addiction, and neurobiology of addiction with specific focus on a variety of evidenced based approaches. Highlights include a focus on how substances affect the users, the resulting impairments, the recovery process, and how the integration of addiction theory and practices that support rehabilitation.

PSY8601 - Case Management Approaches and Methods (3 sem. cr.; 12 wks)

In this course, students will focus on methods and approaches to case management as well as the multifaceted role of the modern case manager. Students will examine the functions of case management within the therapeutic process and identify the responsibilities of case management in evaluation and follow-up in a variety of treatment settings.

PSY8602 - Clinical Supervision (3 sem. cr.; 12 wks)

This course provides an overview of topics essential to becoming an effective clinical supervisor of addiction counselors. Emphasis is placed on the acquisition of tools and skills necessary to mentor counselors in the development of skills through a positive mentoring relationship. Other topics include the significance of the supervisory relationship, the understanding of models and methods of supervision, as well as relevant issues such as cultural diversity, counselor assessment and ethical responsibilities.

PSY8603 - Advanced Clinical Supervision: Leadership (3 sem. cr.; 12 wks)

This course explores the advanced skills and expanded knowledge areas necessary for continued development as a clinical supervisor. Topics include the development of a

personal model of clinical supervision and its application via practice and/or current supervisory responsibilities. Practical issues that arise in supervision including managing crises and legal dilemmas will be emphasized. The development of leadership and other skills necessary to enhance one's performance in mentoring counselors also will be addressed. Prerequisite: PSY8602

PSY8604 - Addiction Treatment and Special Populations (3 sem. cr.; 12 wks)

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.

PSY8605 - Evidence-Based Practice in Addictions and Rehabilitation (3 sem. cr.; 12 wks)

This course provides an overview of evidence-based practices essential to effective treatment, rehabilitation and sustained recovery for substance use disorders. Emphasized are models of addiction (including biological, psychological, and sociological perspectives); diagnostic criteria and its relevance to treatment; patient placement criteria; and modes and models of addiction treatment. Included is an exploration of clinical trials leading to the use of empirical evidence in treatment modalities and recognition of the significance of maintaining fidelity in the implementation of evidence-based practices. Other considerations include the assessment and treatment of co-occurring disorders, family involvement, multicultural factors and the importance of individualizing care as a means toward relapse prevention and sustained recovery.

PSY8900 - Practicum I (3 sem. cr.; 12 wks)

Pre-requisite: Approval by Director of Clinical Training

Practicum I is the first of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University faculty will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. The student is required to fully describe these activities in their Learning Contract. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8901 - Practicum II (3 sem. cr.; 12 wks)

Practicum II is the second of two practicum courses that students may take. Students are responsible for finding their own outside supervised experiences. This course provides students with an opportunity to engage in various levels of supervised practice. The on-site supervisor will provide regular supervision of the student. The University faculty will maintain regular contact with students and site supervisors and will facilitate the process of learning and knowledge integration. Students must spend a minimum of 16 hours per week at their practicum sites. The remaining hours may be used in educational pursuits such as reading relevant material, completing course assignments and/or attending workshops, seminars or conferences. For further details regarding practicum for a specific specialization, please refer to the Course Catalog. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria.

PSY8905 - Pre-Doctoral Internship (3 sem. cr.; 12 wks)

Pre-requisite: Approval by Director of Clinical Training

Students who wish to acquire state licensure are likely to need to complete a pre-doctoral internship (please see current catalog for more information regarding internships). This is typically a 2000 hour internship placement that consists of intensive training in interdisciplinary settings in areas of clinical work such as child and family assessment, individual child and adolescent therapy, play therapy, parent counseling, parent groups, family therapy, child and adolescent group therapy, crisis intervention, and consultation. Supervision is an important component of any internship. Interns generally should receive from four to six hours of individual supervision weekly from three to five different supervisors. Supervision can be interdisciplinary with at least one clinical psychologist as a supervisor in each placement. This course carries 1 credit hour. Students can enroll as many times as needed to meet their state's requirements. This course is graded using Satisfactory (S) and Unsatisfactory (U) grading criteria. Prospective interns must have completed both of the Psychology practicum courses (or their equivalent) prior to applying for internship. The Practicum courses are PSY8900 and PSY8901.

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Academic Administration and Faculty

Office of the Provost

Name	Qualifications
Harpool, David – Provost and Chief Academic Officer (Interim)	
LaNear, John – Senior Vice President of Academic Affairs	PhD, Educational Leadership and Policy Analysis, University of Wisconsin-Madison J.D. School of Law, University of Missouri-Kansas City

Bradley, Peter, Student and Faculty Ombuds	PhD, Family and Child Development, Virginia Polytechnic Institute and State University–Blacksburg
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Office of Assessment, Academic Operations, Faculty & Student Resources - Associate Provost, Directors, Associate Directors, Library

Name	Qualifications
Rodriguez, Ray, Associate Provost, Academic Operations, Planning, and Institutional Effectiveness	EdD, Adult and Higher Education, Northern Illinois University MA, Law Enforcement and Justice Administration, Western Illinois University
Hussey, Heather, Director, Institutional Assessment	PhD, Psychology, The University of New Hampshire
Fulginiti, John, Director of Institutional Research Surveys and Analytics	PhD - Educational Psychology, University of Arizona
Dunham, Chris, Director, Academic Operations	Masters of Business Administration, Webster University
Nyysti, Katia, Director, The Commons	B.S, Business Administration, Boston University
Lehan, Tara, Director, Faculty & Student Resources	PhD, Marriage and Family Therapy, The Florida State University
Salazar, Ed, Director, Library Services	MLS, Library Science, University of Arizona MBA, Northcentral University
Litvin, Kira, Librarian II/Reference and Instruction Librarian	MLS, Library Science, Clarion University of Pennsylvania MA, American Culture Studies & TESOL
Bezot, Amanda, Librarian II/Reference and Instruction Librarian	MLS, Library and Information Science, University of South Florida
Duncan, Taylor, Librarian II/Reference and Instruction Librarian	MLS, Library and Information Science, University of Pittsburgh MA, Literary and Cultural Studies, Carnegie Mellon University

Graduate School – Dean, Directors and Graduate Dissertation Chairs, Methodological Committee Members

Name	Qualifications
LaNear, John, Dean (Interim)	PhD, Educational Leadership and Policy Analysis, University of Wisconsin-Madison

	J.D. School of Law, University of Missouri-Kansas City
Fish, Wade, Director	PhD, Special Education, University of North Texas-Denton
Rasmussen, Heather, Director	PhD, Counseling Psychology, University of Kansas-Lawrence
Siaya, Laura, Director	EdD, Educational Policy and Administration, University of Minnesota-Twin Cities
Zakina-Montgomery, Helen, Director	PhD, Experimental Psychology, UNLV, University of Nevada, Las Vegas
Akagi, Cynthia, Faculty Dissertation Chair	PhD, Human Ecology, Kansas State University-Manhattan
Anderson, Shannon, Faculty Dissertation Chair	PhD, Family and Child Development, Virginia Polytechnic Institute and State University-Blacksburg
Barton, Craig, Faculty Dissertation Chair	PhD, Education Instructional Technology, Wayne State University-Detroit
Becker, Chad, Faculty Dissertation Chair	PhD, Curriculum and Instruction, Indiana University-Bloomington
Beckwitt, Asher, Faculty Dissertation Chair	PhD, Anthropology, American University-Washington DC
Benuto, Lorraine, Faculty Dissertation Chair	PhD, Psychology, UNLV, University of Nevada, Las Vegas
Beverly, Monifa, Faculty Dissertation Chair	PhD, Education, University of North Carolina at Chapel Hill
Blackwell, Mary, Faculty Dissertation Chair	PhD, Experimental Psychology, DePaul University-Chicago
Blyler, Diane, Faculty Dissertation Chair	PhD, Human Development and Family Studies, Iowa State University of Science and Technology, Ames
Bradley, Jama, Faculty Dissertation Chair	PhD, Education, University of Tennessee-Knoxville
Brizek, Michael, Faculty Dissertation Chair	PhD, Hospitality and Tourism Management, Virginia Polytechnic Institute and State University-Blacksburg
Buckley, Robin, Faculty Dissertation Chair	PhD, Clinical School Psychology, Hofstra University-Hempstead
Caicco, Gregory, Faculty Dissertation Chair	PhD, Architecture, McGill University-Canada
Chappell, Kelley, Faculty Dissertation Chair	PhD, Psychology – General Experimental, University of South Carolina- Columbia
Circo, Deborah, Faculty Dissertation Chair	PhD, Developmental Psychology, University of Nebraska-Lincoln
Converso, Judy, Faculty Dissertation Chair	PhD, Instructional Systems, The Florida State University-Tallahassee

Cummins, Linda, Faculty Dissertation Chair	PhD, Social Work, The Ohio State University-Columbus
Curda, Leslie, Faculty Dissertation Chair	PhD, Instructional Psychology and Technology, University of Oklahoma-Norman
Dickson, Ryan, Faculty Dissertation Chair	PhD, Psychology, University of New Hampshire-Durham
Dnes, Antony, Faculty Dissertation Chair	PhD, Faculty of Science, University of Edinburgh, United Kingdom
Dorn, Fred, Faculty Dissertation Chair	PhD, Education, Iowa State University of Science and Technology-Ames
Duffy, Jennifer, Faculty Dissertation Chair	PhD, Higher Education, Boston College-Chestnut Hill
Fore, C. Jerome, Faculty Dissertation Chair	PhD, Educational (Special Education), Southern Illinois University, Carbondale
George, Robert, Faculty Dissertation Chair	PhD, Educational Thought and Sociocultural Studies, University of New Mexico-Albuquerque
Goodman, Robert, Faculty Dissertation Chair	PhD, Business Administration, University of Minnesota-Twin Cities
Hickman, Greg, Faculty Dissertation Chair	PhD, Human Development and Family Sciences, The Ohio State University-Columbus
Jennings, Miranda, Faculty Dissertation Chair	PhD, Educational Psychology, University of Connecticut-Storrs
Kimmell, Sharon, Faculty Dissertation Chair	PhD, Applied Social Research, Lehigh University-Bethlehem
Leany, Brian, Faculty Dissertation Chair	PhD, Clinical Psychology, UNLV, University of Nevada, Las Vegas
Lloyd, Carrie, Faculty Dissertation Chair	PhD, Psychology, Northern Illinois University-Dekalb
Loubier, Cynthia, Faculty Dissertation Chair	PhD, Organizational Psychology, Alliant International University-San Diego (formerly United States International University)
Lowrance, Sherry, Faculty Dissertation Chair	PhD, Government, University of Texas at Austin
McLaughlin, Thomas, Faculty Dissertation Chair	PhD, Criminal Justice and Social Policy, Union Institute and University
McNamara, Patrick, Faculty Dissertation Chair	PhD, Behavioral Neuroscience, Boston University
Mika, Eva, Faculty Dissertation Chair	PhD, Clinical Community Psychology, DePaul University-Chicago
Miller, Heather, Faculty Dissertation Chair	PhD, Biological Education, University of Northern Colorado-Greeley
Mire, Scott, Faculty Dissertation Chair	PhD, Criminal Justice, Sam Houston State University-Huntsville

Nelson, Deborah, Faculty Dissertation Chair	PhD, Counseling and Personnel Services, University of Maryland College Park
Nguyen, Trent, Faculty Dissertation Chair	PhD, Social Work, University of Texas at Arlington
O'Byrne, Kristin, Faculty Dissertation Chair	PhD, Counseling Psychology, University of Missouri Kansas-Kansas City
Pitchford, Daniel, Faculty Dissertation Chair	PhD, Psychology, Saybrook Graduate School and Research Center-San Francisco
Rademaker, Linnea, Faculty Dissertation Chair	PhD, Education, University of Illinois at Urbana- Champaign
Remedios, Richard, Faculty Dissertation Chair	PhD, Psychology, University of Stirling, Scotland
Robertson, Suzanne, Faculty Dissertation Chair	PhD, Human Development and Family Studies, The Pennsylvania State University-Park
Rosenberger, Joshua, Faculty Dissertation Chair	PhD, Health Behavior, Indiana University- Bloomington
Rowell, Danielle, Faculty Dissertation Chair	PhD, Political Science, State University of New York at Albany
Schnarrs, Phillip, Faculty Dissertation Chair	PhD, Health Behavior, Indiana University- Bloomington
Sharf, Ruth, Faculty Dissertation Chair	PhD, Psychology - Neuropsychology, The Graduate School and University Center, The City University of New York-New York
Shaw, Melanie, Faculty Dissertation Chair	PhD, Curriculum and Teaching, Northcentral University
Shriner, Michael, Faculty Dissertation Chair	PhD, Family Relations, The Florida State University- Tallahassee
Spiker, Barry, Faculty Dissertation Chair	PhD, Organizational Communication, Ohio University- Athens
Stansbury, Kathy, Faculty Dissertation Chair	PhD, Psychology, University of California- Los Angeles
Throne, Robin, Faculty Dissertation Chair	PhD, Educational Research and Evaluation, Union Institute and University-Cincinnati
Wallio, Stephanie, Faculty Dissertation Chair	PhD, Psychology, University of Kansas
Watkins, Julia, Faculty Dissertation Chair	PhD, Health Promotion and Education, University of South Carolina-Columbia
Wetzler, Elizabeth, Faculty Dissertation Chair	PhD, Psychology, Tulane University-New Orleans
Wickersham-Fish, Lea, Faculty Dissertation Chair	PhD, Agricultural Education, Texas A&M University- College Station
Williams, Peter, Faculty Dissertation Chair	PhD, Educational Human Resource Development, Texas A&M University-College Station

Wood, Debra, Faculty Dissertation Chair	PhD, Biological Science, Georgia State University-Atlanta
Wright, Michelle, Faculty Dissertation Chair	PhD, Experimental Psychology, DePaul University- Chicago
Avena, Nicole, Methodological Committee Member	PhD, Psychology and Neuroscience, Princeton University-Princeton
Jeter, Nari, Methodological Committee Member	PhD, Marriage and Family Therapy, The Florida State University-Tallahassee
Melaragno, Ralph, Methodological Committee Member	PhD, Psychology, University of Southern California-Los Angeles
Piferi, Rachel, Methodological Committee Member	PhD, Psychology, University of Tennessee-Knoxville

**School of Business and Technology Management – Dean, Assistant Dean,
Directors and Faculty**

Name	Qualifications
Bemski, Peter, Dean	PhD, Educational Leadership and Innovation, University of Colorado- Denver
Thompson, Richard, Assistant Dean	
Moore, David, Director of Assessment	PhD, Computer Science, Nova Southeastern University-Fort Lauderdale
Mikell, Ted, Director, Curriculum Development	PhD, Information Systems and Science, Nova Southeastern University-Fort Lauderdale
Grantham, Georgia, Associate Director Faculty Support and Development	PhD, Vocational Education, Colorado State University-Fort Collins
Orlando, John, Associate Director of Faculty Support & Development	PhD, Philosophy, University of Wisconsin- Madison
Achilles, Wendy, Faculty	PhD, Business Administration, Accounting, Virginia Commonwealth University- Richmond
Allen, Rhonda, Faculty	PhD, Public Administration , University of Albany, State University of New York-New York
Dickinson, Barry, Faculty	PhD, Business Administration, Drexel University-Philadelphia
Johnson, David, Faculty	PhD, Education, Curriculum and Instruction, University of Minnesota-Twin Cities

Kim, Namhee, Faculty	PhD, Education, University of Minnesota-Twin Cities
Lazo, Alex, Faculty	PhD, Organization and Management, IT Management, Capella University-Minneapolis
Liu, Ying, Faculty	PhD, Computer Science, Georgia Institute of Technology
Scott, Jennifer, Faculty	PhD, Organization and Management, Business General, Capella University-Minneapolis
Voris, Michael, Faculty	PhD, Business Administration, Florida International University-Miami

School of Education – Dean, Assistant Dean, Directors and Faculty

Name	Qualifications
Wardlow, Rebecca, Dean	EdD, Educational Leadership, University of California at San Diego
Pucci, Thomas, Assistant Dean	PhD, Education, Curriculum and Instruction, University of New Mexico-Albuquerque
Henry, Patricia, Director, Assessment	PhD, Education, K-12, Educational Leadership, Walden University
Walters, Kelley, Director, Curriculum Development	PhD, Reading Education, Oakland University-Rochester
Bloomberg, Linda, Associate Director, Faculty Support and Development	EdD, Adult Education Guided Intensive Study, Teachers College Columbia University in the City of New York
Lovern, Jeannette, Associate Director, Faculty Support and Development	PhD, General Education, Capella University-Minneapolis
Graham, Gordon, Faculty	PhD, Continuing Education, University of Calgary
Hart, Shannon, Faculty	PhD, Curriculum Design, University of Illinois-Chicago
Kelsey, Marla, Faculty	EdD, Child and Youth Studies, Nova Southeastern University-Fort Lauderdale
Leggett, Allison, Faculty	EdD, Educational Leadership, University of Phoenix
Riggle, Andy, Faculty	PhD, Educational Leadership, University of Dayton
Salley, Jr., Carleton, Faculty	EdD, E-Learning and Teaching Online, Northcentral University
Samora, Dina, Faculty	EdD, Educational Leadership, Liberty University-Lynchburg

St. Louis, Lisa, Faculty	PhD, Classical Studies, University of Ottawa
Stern, Craig, Faculty	EdD, Educational Leadership, Northern Arizona University-Flagstaff

School of Social and Behavioral Sciences, Department of Marriage and Family Sciences – Dean, Assistant Dean, Directors and Faculty

Name	Qualifications
Billings, James, Dean	PhD, Marriage and Family Therapy, Loma Linda University-Loma Linda
Adamson, Darren, Department Chair	PhD, Marriage and Family Therapy, Brigham Young University-Provo
Henline, Brandon, Director, Clinical Field Placements	PhD, Marriage and Family Therapy, Texas Tech University –Lubbock
Kelley, Lisa, Director, MAMFT Program	PhD, Family Therapy, Nova Southeastern University-Fort Lauderdale
Northey, William, Director, Assessment	PhD, Human Ecology, Marriage and Family Therapy, Kansas State University
Fawcett, Elizabeth, Director, Clinical Training	PhD, Marriage and Family Therapy, Brigham Young University
Watters, Yulia, Director, Curriculum Development	PhD, Marriage and Family Therapy, Nova Southeastern University-Fort Lauderdale
White, Mark, Director, MFT Program	PhD, Human Ecology, Kansas State University
Mull, Mindi, Associate Director, Faculty Support and Development	PhD, Psychology, University of Toledo-Toledo
Edwards, Lindsay, Faculty	PhD, Human Development and Family Studies, University of Connecticut-Storrs
Fawcett, David, Faculty	PhD, Marriage and Family Therapy, Brigham Young University
Glass, Valerie, Faculty	PhD, Human Development, Virginia Polytechnic Institute and State University-Blacksburg
Goodwin, Annabelle, Faculty	PhD, Human Development, Virginia Polytechnic Institute and State University-Blacksburg
Harrison, Kristi, Faculty	PhD, Human Development and Family Studies, University of Connecticut –Storrs
Jeyabalasingam, Sivatharshini, Faculty	PhD, Family Therapy, Nova Southeastern University-Fort Lauderdale
Knerr, Michael, Faculty	PhD, Couple and Family Therapy, The Ohio State University
Kraus, Vanieca, Faculty	PhD, Human Development, Virginia Polytechnic Institute and State University-

	Blacksburg
Matta, Thomas, Faculty	PhD, Sociology, Southern California University-Los Angeles
Postanowicz, Patricia, Faculty	PhD, Marriage and Family Therapy, The Florida State University-Tallahassee
Seaton Ribadu, Nichola, Faculty	PhD, Marriage and Family Therapy, Loma Linda University-Loma Linda
Servino, David, Faculty	PhD, Marriage and Family Therapy, Texas Tech University-Lubbock
Sutton, Asha, Faculty	PhD, Human Development and Family Studies, Michigan State University
Thomas, Shatavia, Faculty	DMFT, Marriage and Family Therapy, Nova Southeastern University-Fort Lauderdale
West, Charles, Faculty	PhD, Family and Child Development, Virginia Polytechnic Institute and State University-Blacksburg
Willerton, Elaine, Faculty	PhD, Child Development and Family Studies, Purdue University-West Lafayette

School of Social and Behavioral Sciences, Department of Psychology – Dean, Assistant Dean, Directors and Faculty

Name	Qualifications
Billings, James, Dean	PhD, Marriage and Family Therapy, Loma Linda University-Loma Linda
Shapira, Bettina, Department Chair	PhD, Human Services, Professional Counseling, Capella University-Minneapolis
Mull, Mindi, Associate Director of Faculty Support and Development	PhD, Psychology, University of Toledo-Toledo
Harris, Alycia, Faculty	PhD, Psychology, Research and Evaluation, Walden University
Lichtanski, Kristopher, Faculty	PhD, Clinical Psychology, Capella University-Minneapolis
Streit, Mary, Faculty	PhD, Applied Psychology, Hofstra University-Hempstead

