



ASPEN
UNIVERSITY

2019 Academic Catalog

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Letter to Students

Welcome to Aspen University! We wish you success in your program of study and look forward to shaking your hand on graduation day. Our goal is to provide you with the necessary tools (curriculum, advising, quality faculty, affordable payment plans) so that you can achieve your educational goals and receive a return on your financial investment in seeking a degree with Aspen.

To truly understand Aspen, one must start with our Mission. Aspen is dedicated to offering any motivated college-worthy student the opportunity to receive a high quality, responsibly priced distance-learning education for the purpose of achieving sustainable economic and social benefits for themselves and their families. This powerful statement is at the heart of everything we do. By offering students various payment options, especially the pioneering monthly payment plan, Aspen makes college affordable again for those who are motivated to complete their academic goals of achieving a college degree. By making college affordable, Aspen increases access for the majority of Americans who want educational advancement without it being financially impossible.

Another important part of our mission statement is the part referring to you, the motivated college-worthy student. Someone who is motivated is someone who sets weekly goals and commits time to achieving them. Someone who is college-worthy puts effort into learning course material and applies it thoughtfully into the weekly evaluations of learning. In other words, you have to come willing to do some hard work and have the mindset to learn something new. You have to participate eagerly in your own learning and academic development. Whatever your educational goals, Aspen can only provide you with the context for achieving them, but you have to put the effort into doing it as well. This is what a motivated, college-worthy student would do. If you come willing to work hard to achieve your educational goals, Aspen will provide you with the context for accomplishing them.

So, just as our Mission started with you, the student, I will end with you, the student. Earning a degree requires a long-term commitment that is supported by short-term goals. It demands that you have stamina over an extended period of time. It challenges you to remain focused despite many distractions. But, one thing for certain, earning a degree will provide you with enormous pride in achieving such an enriching personal goal that, ultimately, will lead to sustainable economic and social benefits for yourself and your family. Good luck in your program of study at Aspen University and I look forward to seeing you at graduation!

Kevin Thrasher, Ed.D.

Provost, Aspen University

Aspen University 2019 Academic Catalog

Aspen University understands the educational needs of working professionals and their desire to have relevant opportunities for lifelong learning. We also understand that our students take pride in their accomplishments, their ability to direct their own lives, and their potential to grow in today's rapidly changing work environments. We are aware of the demands and constraints associated with trying to fit education into an already busy work and life schedule. By harnessing the power of the Internet and online collaboration, Aspen University has created interactive, flexible, and facilitated online courses designed to fit around the professional lifestyle. Education at Aspen University is a journey of professional growth.

Expert Instructors

Aspen University understands your educational needs as a working professional and your desire for lifelong learning opportunities. All courses are facilitated by industry-expert instructors with advanced degrees, so you can be assured of a high level of relevant and meaningful feedback.

Monthly Payment Plan

We want our students to graduate with great opportunities for their future, not large student loan debt. We are charging affordable tuition rates and offering a Monthly Payment Plan, which allows students to make one low payment each month.

Flexible Courses and Scheduling

Aspen University's online courses are accessible anywhere and anytime. Since most students are earning a degree while working full-time jobs, Aspen offers flexible scheduling. As of July 20, 2016, non-Financial Aid students will register for courses that are 8 weeks in length, with start dates on alternating Tuesdays each month. As of October 17, 2017, new financial aid students will register for courses that are 8 weeks in length. Financial Aid students in the middle of a 10-week course Academic Year will finish that Academic Year and then be transitioned to 8 week courses.

Last Revised Date: July 1, 2019

University History, Mission and Goals

Aspen University History

Aspen University has its origins in the International Academy, created in the 1960s to improve the way education was disseminated. The International Academy evolved into ISIM University, with a primary focus on technology and business education. In the late 1980s, operations moved to Colorado and in 1993, the University was successful in acquiring national accreditation with the Distance Education and Training Council, now the Distance Education Accrediting Commission (DEAC). In 2003, the University underwent a change in ownership, a name change to Aspen University, and a successful re-accreditation review.

In 2011, the University underwent a second change of ownership. Concerned about the financial challenges faced by students and profiled in his book *Let's Change Higher Education Forever: A Debt-Free Solution for A System Gone Wrong*, Michael Mathews, Chairman of the Board of Aspen Group, Inc. (AGI), was appointed Chief Executive Officer of Aspen University. In 2012, it became a publicly traded postsecondary institution (ASPU) and in 2017, AGI was uplisted on the NASDAQ. Aspen University is dedicated to helping students achieve upward mobility and long-term economic success through superior education, financial prudence, and career advancement. Although traditional financial aid is available for those who qualify, Mr. Mathews instituted a pioneering Monthly Payment Plan (MPP) for students, offered entirely interest free, making it essentially a no-interest private student loan designed to allow the student to achieve their degree and minimize debt upon graduation.

Today, Aspen University offers online certificates, and online associate, bachelor's, master's, and doctoral degrees in four schools: School of Nursing, School of Business and Technology, School of Education, and School of Professional Studies. It retains national accreditation with DEAC and has been approved by Colorado to participate in the National Council for State Authorization Reciprocity Agreements (NCSARA).

Aspen University Mission Statement

Aspen is dedicated to offering any motivated college-worthy student the opportunity to receive a high quality, responsibly priced distance-learning education for the purpose of achieving sustainable economic and social benefits for themselves and their families.

Aspen University achieves this in two ways:

Aspen's Academic Achievement Goal is to transition motivated learners to higher levels of productive citizenship by providing a readily accessible education that teaches knowledge and skills of enduring value.

- A productive citizen is defined as a self-directed life-long learner who functions successfully in high-performance teams; exhibits professional behavior through leadership, advocacy, cultural competence and ethical conduct; conducts research, using evidence-based practices; leverages technology to produce high-value work products; and achieves and maintains a productive professional career.

Aspen's Economic Responsibility Goal is to offer tuition rates low enough that a majority of our students will not incur debt through utilization of federal financial aid.

- Economic responsibility is defined as Aspen offering tuition rates low enough that a majority of students will be able to afford to pay tuition in cash or through a monthly payment plan (maintaining Federal Financial Aid revenues below 50%).

University Mission-Based Outcomes

1. Ethical Professionalism
 - a. Exhibits self-directed learning and professional behavior that adheres to the standards of the discipline
 - b. Behaves in ways that are founded in socially responsible, ethical frameworks
2. Effective Communication for Creating Change
 - a. Uses reading, writing, listening and speaking as communication tools to effectively express and comprehend ideas
 - b. Implements effective communication to function successfully in multiple roles while collaborating on teams
 - c. Demonstrates cultural competence when interacting with diverse populations through multiple modes of communication
3. Active Leadership
 - a. Exhibits a self-awareness of leadership style and personal values
 - b. Recognizes and articulates leadership theory in real-life contexts
 - c. Participates in the profession at different levels
4. Critical Thinking and Analytical Reasoning
 - a. Demonstrates logical reasoning by using evidence-based paradigms that are anchored in solid research and reliable, valid data
 - b. Analyzes and evaluates multiple sources of information to draw conclusions and generate plans for solving complex problems
5. Technological Literacy
 - a. Leverages technology to achieve goals and produce high-value work products
 - b. Accesses and uses information ethically and legally
 - c. Employs technology for effective online collaboration

Accreditation and Authorizations



Distance Education Accrediting Commission

Aspen University is accredited by the Distance Education Accrediting Commission (DEAC). The Accrediting Commission of the DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by the Council for Higher Education Accreditation (www.chea.org).

Distance Education Accrediting Commission (DEAC)

1101 17th Street, NW, Suite 808, Washington, DC 20036
(202) 234-5100
www.deac.org

Accreditation through January 2024.



Commission on Collegiate Nursing Education

The baccalaureate and master's degree in nursing at Aspen University are accredited by the Commission on Collegiate Nursing Education (<http://www.aacnursing.org/CCNE>).

Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750, Washington, DC 20001
(202) 887-6791

Next Scheduled Review:

MSN - Spring of 2021

BSN - Spring of 2019



Project Management Institute

Aspen University has been reviewed and approved as a provider of project management training by the Project Management Institute (PMI).

Project Management Institute

14 Campus Boulevard, Newtown Square, PA 19073-3299



The National Association for Addiction Professionals

Aspen University's bachelor's and master's degrees in Psychology and Addiction Counseling are approved by the NAADAC. The NAADAC-approved education providers offer training and education for those who are seeking to become certified and those

who want to maintain their certification. All educational training programs are reviewed for content applicability to state and national certification standards.

NAADAC: The National Association for Addiction Professionals

1001 N. Fairfax St., Suite 201 Alexandria, VA 22314



International Accreditation Council for Business Education (IACBE)

The School of Business and Technology at Aspen University has been awarded the status of Candidate for Accreditation by the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. For a listing of the degrees eligible for accreditation, [click here](#).



National Council for State Authorization Reciprocity Agreements

Aspen University has been approved by Colorado to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Academic Calendar

Aspen University's Academic Year is 32 weeks and courses are 8-weeks in length. Course Start Dates are on alternating Tuesdays each month.

2019 Academic Calendar

Start Date	End Date
February 19, 2019	April 15, 2019
March 5, 2019	April 29, 2019
March 19, 2019	May 13, 2019
April 2, 2019	May 27, 2019
April 16, 2019	June 10, 2019
April 30, 2019	June 24, 2019
May 14, 2019	July 8, 2019
May 28, 2019	July 22, 2019
June 11, 2019	August 5, 2019
June 25, 2019	August 19, 2019
July 9, 2019	September 2, 2019
July 23, 2019	September 16, 2019
August 6, 2019	September 30, 2019
August 20, 2019	October 14, 2019
September 3, 2019	October 28, 2019

2018-2019 Academic Calendar for the Bachelor of Science in Nursing (Pre-licensure Program)

The Bachelor of Science in Nursing (Pre-licensure Program) is structured with 16-week terms that include two 8-week sessions.

The following courses are offered online every session: COM100, MAT130, MAT181, SBS105, SBS110, HCA205, SBS200, SBS120, CMP160, HCA130, BIO201, BIO201L, BIO202, BIO202L, BIO220, BIO210.

All other courses are offered as listed in the calendar below.

Day Terms	Session Dates	Courses
July 2018 Term	<i>S1 7/10/2018 - 9/3/2018</i>	SEM101, N110, HCA105, HCA105L
	<i>S2 9/4/2018 - 10/29/2018</i>	SEM102, N320, N320L, BIO202, BIO202L
November 2018 Term	<i>S1 11/13/2018 - 1/7/2019</i>	SEM103, N310, N310L, N315, SEM101, N110, HCA105, HCA105L
	<i>S2 1/8/2019 - 3/4/2019</i>	SEM104, N300, N300C, SEM102, N320, N320L
March 2019 Term	<i>S1 3/19/2019 - 5/13/2019</i>	SEM105, N492P, N492C, SEM103, N310, N310L, N315, SEM101, N110, HCA105, HCA105L
	<i>S2 5/14/2019 - 7/8/2019</i>	SEM106, N493P, N493C, SEM104, N300, N300C, SEM102, N320, N320L
July 2019 Term	<i>S1 7/23/2019 - 9/16/2019</i>	SEM107, N350, N350C, N355, N355C, SEM105, N492P, N492C, SEM103, N310, N310L, N315, SEM101, N110, HCA105, HCA105L
	<i>S2 9/17/2019 - 11/11/2019</i>	SEM108, N360, N360C, N365, N365C, SEM106, N493P, N493C, SEM104, N300, N300C, SEM102, N320, N320L

Evening/Weekend Terms	Session Dates	Courses
January 2019 Term	<i>S1 1/8/2019 - 3/4/2019</i>	SEM101, N110, HCA105, HCA105L
	<i>S2 3/5/2019 - 4/29/2019</i>	SEM102, N320, N320L

May 2019 Term	<i>S1 5/14/2019 - 7/8/2019</i>	SEM103, N310, N310L, N315, SEM101, N110, HCA105, HCA105L
	<i>S2 7/9/2019 - 9/2/2019</i>	SEM104, N300, N300C, SEM102, N320, N320L
September 2019 Term	<i>S1 9/17/2019 - 11/11/2019</i>	SEM105, N492P, N492C, SEM103, N310, N310L, N315, SEM101, N110, HCA105, HCA105L
	<i>S2 11/12/2019 - 1/6/2020</i>	SEM106, N493P, N493C, SEM104, N300, N300C, SEM102, N320, N320L
January 2020 Term	<i>S1 1/21/2020 - 3/16/2020</i>	SEM107, N350, N350C, N355, N355C, SEM105, N492P, N492C, SEM103, N310, N310L, N315, SEM101, N110, HCA105, HCA105L
	<i>S2 3/17/2020 - 5/11/2020</i>	SEM108, N360, N360C, N365, N365C, SEM106, N493P, N493C, SEM104, N300, N300C, SEM102, N320, N320L

Student Services

Aspen University has a commitment to the educational goals of a regional, national, and international student population. This mission, shared by the entire University community, is that students live and learn in an environment that fosters a supportive and caring community. The Office of Student Services makes every attempt to meet the needs of the University's globally diverse students through various programs designed to enhance the experience of all students.

Website

Aspen University's website, www.aspen.edu, provides students with up-to-date information about academic offerings and student events.

Alumni Services

As a graduate of Aspen University, alumni are entitled to valuable benefits including: discounts on subsequent degree programs and access to online social communities such as Facebook and LinkedIn.

Employment Services

Aspen University does not guarantee employment to any applicant as a condition of their application, acceptance, or attendance in any program. Aspen University does not promote employment

services or make student referrals to prospective employers based on direct contact with the employer regarding current job openings to any student attending Aspen University online programs.

Academic Advisement

Aspen University has supportive faculty and staff members who work with each student to help support the student's success at the University. An Academic Advisor is assigned to each student upon enrollment. This approach provides students with an available point of contact for academic and administrative direction. The advisor assists the student in course scheduling/registration, developing a degree-completion plan, and clarifying University policies and procedures.

New Student Orientation

Aspen University provides individualized orientations for all new students. Upon registration for their first course, all new students schedule a New Student Orientation through their Student Portal. In the New Student Orientation an Academic Advisor walks the student through the D2L classroom to orient them to navigating the online classroom and to familiarize them with course expectations.

Honors Society

Aspen University recognizes the extraordinary high academic achievements and leadership of our outstanding students in the Delta Epsilon Tau National Honor Society. To recognize the academic achievements of students who study at a distance, Aspen University joined the Delta Epsilon Tau Honor Society — successfully establishing our Alpha of Colorado Chapter.

Students eligible for the honor society are notified at the time of their degree conferral. All students within the Delta Epsilon Tau Honor Society have graduated with a minimum of a 3.5 GPA, actively participated in Aspen University activities, and demonstrated leadership and commitment to distance education and learning.

Student ID Cards

Students may request a Student ID Card by emailing studentservices@aspen.edu. A photo must be included with the request. The photo must be a full-face, front-view, head shot with a plain background. No photos using filters will be accepted.

Commencement Ceremony

Aspen University holds annual commencement ceremonies. Students who are within 6 credits of completing their program at the time of the RSVP deadline may walk in the commencement ceremony. Eligible students are notified via email of the location and date of the ceremony.

Student Portal

Aspen University students use the Student Portal as a self-service resource center. The Student Portal provides one location for students to access their program curriculum plan and ledger card; register for courses; and connect with their Academic Advisor. Students also use the Student Portal to access the online classroom. Additionally, the Student Portal allows students to do the following:

- Schedule new student orientation
- Make payments online
- Download copies of their unofficial transcripts
- View their financial aid award information
- Generate financial receipts
- Update contact information

Board of Directors

Aspen University is 100% owned by Aspen Group, Inc.

Michael Mathews

Chief Executive Officer and Chairman of the Board

Michael D'Anton

Director

C. James Jensen

Director

Sanford Rich

Director

Andrew Kaplan

Director

Malcom F MacLean IV

Director

Norman D. Dicks

Director

Frank Cotroneo

Director

Advisory Boards

Each school within the University has an advisory board that helps it remain current within the discipline. Advisory board members are available from the Dean of each school.

Faculty and Administration

Administration

Michael Mathews, Chairman and CEO
Dr. Cheri St. Arnauld, Chief Academic Officer
Gerard Wendolowski, Chief Operating Officer
Dr. Kevin Thrasher, Provost
Dr. Anne McNamara, Chief Nursing Officer
Marius Rosedale, VP, Student Experience
James Mathews, Director of Academic Support
Dr. Joanne Weiss, VP Institutional Effectiveness/Quality Assurance
Ashley Kacenjjar, Executive Director of Academic Operations
Danah Laugesen, Director of Enrollment
Gregory Hilpipre, Director of Student Services
Katie Brown, Registrar
Jennifer Robinson, Director of Financial Aid
Karla Jimenez, Bursar
Joel Whalen, Director of Faculty Services
Sheila Unwin, Director of Curriculum
Dr. Nina Beaman, Dean, School of Nursing
Dr. Eva Ballard, Dean, School of Education
Dr. Jimmie Flores, Dean, School of Business and Technology
Tom Mason, Dean, School of Professional Studies
Elizabeth Fernandez, Senior Director Regulatory Compliance/Institutional Effectiveness
Marcos Gayol, Director of Graduate Nursing Programs
Jenny Erkkftiz, Director of BSN Program

Faculty

School of Education

Barry Thompson, EdD, Education, Liberty University
Brittany Scott, MA, BS, Curriculum and Instruction, Concordia University
Brook McKenzie, MT, Teaching, City University
Casey Reason, PhD, M.Ed, BS, Education, Bowling Green State University
Carlos Cortez, PhD, Education, University of Southern California
Christopher Mangan, EdD, MS, Education, Northcentral University
Clair McCalman Brown, MS, Education, Peru State College
Crystal Green-Brown, PhD, Curriculum and Instruction, Kent State University
Elena Skaggs, MED, Education, Arizona State University
Gina Oellig, MED, BS, Education, Grand Canyon University
Heather Weber, EdD, MBA, Education, Business Administration, Northern Arizona University
James Mathews, MA, BA, Education, History, Northern Arizona University
Jennifer Rastok, MS, BFA, Education, Fine Arts, University of Kansas
John Nikolaros, EdD, MS, Education, Argosy University
Kevin James, EdD, Higher Education Leadership, Nova Southeastern University
Kimberly Smith, MED, BS, Education, Nova Southeastern University
Lisa Reason, PhD, MA, BA, Education, Capella University

Lynda Young, MED, Education, Grand Canyon University
Mai Ly, MED, BS, Education, Northern Arizona University
Melanie Shaw, PhD, Curriculum and Teaching, Northcentral University
Michael Allen, PhD, Higher Education, Azusa Pacific University
Michelle Whitman, EdD, MS, Education, Grand Canyon University
Nicole Felton, PhD, MHR, BS, Psychology, Walden University
Nicole Lavonier, EdD, MS, BS, Education, University of Phoenix
Nicole Terry, MED, Special Education, Grand Canyon University
Peter Kiriakidis, PhD, Education, Touro University International
Rachel Holmes, MED, BA, Education, Northern Arizona University
Robert Campbell, EdD, MA, Education, Northern Arizona University
Wendy Goodell, MS, BS, Education, Communication, Southern Connecticut State University

School of Nursing

Afsaneh Helali, PhD, Nursing, University of Phoenix
Alicia Hinton, MSN, FNP, Nursing, University of Alabama-Huntsville
Andrea Novak, PhD, MSN, Nursing, Public Health, Walden University
Anne McNamara, PhD, Nursing, University of Arizona
AnnMarie Vang, MSN, BS, Nursing, Western Governors University
Anny Dionne, MSN, Nursing, Aspen University
Aretha Miller, PhD, MPH, BSN, Nursing, Public Health, Walden University
Audrey Auer, PhD, Nursing, South Dakota State University
Barbara Miller, EdD, MSN, Education, Nursing, Nova Southeastern University
Barbara Ochester, MSN, Nursing, LaSalle University
Beth Langley, PhD, Nursing, East Carolina University
Bonnie Jorde, MS, BS, Nursing, Virginia Commonwealth University
Bonny Kehm, PhD, MSN, Nursing, Capella University
Brandi Young, DNP, MSN, Nursing, The University of Alabama
Brooke Cook, MSN, Nursing, Walden University
Carmen Spears, DHA, MSN, BSN, Nursing, University of Phoenix
Carrie Edwards, PhD, Nursing, Texas Woman's University
Chable Johnson, MSN, BS, Nursing, Indiana Wesleyan University
Christina Morris, MSN, Grand Canyon University
Cyndi Beam, MSN, Nursing, Aspen University
David Holden, MSN, BSN, Nursing, Kaplan University
Dawn Deem, MSN, Nursing, University of Phoenix
Dawn Poindexter, MS, Nursing, Virginia Commonwealth University
Dawna Cato, PhD, Nursing, Capella University
Deborah Schiavone, DNS, MSN, BSN, Nursing, The Catholic University of America
Denise Pattison MSN, Nursing, Georgetown University
Denys Goozee, MS, Nursing, Western Governor's University
Diane Labanowsky, MS, BS, Nursing, University Wisconsin
Diane Ream, DNP, MSN, BS, Nursing, Regis University
Emily Orr, MSN, Nursing, Aspen University
Felिसity Gardner, MSN, BSN, Nursing, South University
Francis DeOreo, MSN, Nursing, Saint Joseph's College
Heidi Atkinson, PhD, Environmental Health, University of Albany
Heidi Haldeman, MSN, Nursing, Aspen University
Jamie Houchins, PhD, MSN, BSN, Nursing, Capella University
Jean Gordon, PhD, MSN, BS, Nursing, Business Administration, Nova Southeastern University

Jeanette Plodek, PhD, MSN, Nursing, Human Science, Saybrook University
Jeannie Randall, MSN, Nursing, University of Phoenix
Jennifer Hoilman, PhD, MSN, Nursing, Capella University
Jenny Erkfitz, MSN, Nursing, Aspen University
Julie Hamilton, MSN, Nursing, Regis University
Julie Kolde, PhD, Nursing, William Carey University
Karen Grueninger, MSN, Nursing, Aspen University
Karen Purugganan, DNP, Nursing, Western University of Health Sciences
Kathryn Mauch, EdD, MS, Nursing, Education, Liberty University
Kathy Karlberg, MSN, Nursing, Grand Canyon University
Kimberly Warren, MSN, BS, Western Governors University
Kristie Patrick-Austin, MS, Education, Western Governors University
Kristina Stillsmoking, PhD, MSN, Nursing, Education, Capella University
Kristine Warner, MSN, Nursing, Mount St. Joseph
Linda Marcuccilli, PhD, Nursing, Wayne State University
Linda Mueller, DNP, Educational Leadership, American Sentinel University
Linda Plecity, MSN, Nursing, University of Phoenix
Linda Tibbits, MA, Nursing, Ball State University
Lisa Kreeger, PhD, MSN, BS, Nursing, Leadership, Antioch University
Lois Obert, DNP, Nursing, The University of Alabama
Lori McGill, DNP, Nursing, Chatham University
Louisana Louis, DNP, Nursing, Chatham University
Marcia Rogers, MSN, Nursing, Grand Canyon University
Marcos Gayol, EdD, MSN, Nursing, Education, Aspen University
Mirella Brooks, PhD, MS, BS, Nursing, University of Hawaii
Nina Beaman, EdD, MSN, MS, Nursing, Education, Walden University
Patricia Duclos-Miller, MSN, Nursing, Boston University
Patricia McAfee, DNP, MSN, Nursing, Walden University
Ramon Hercules, DNP, Old Dominion University
Randall Mangrum, MSN, Nursing, Aspen University
Richard Beard, MSN, Nursing, Aspen University
Robert Anders, DPH, MS, Nursing, Public Health, University of Hawaii
Robert Wade, PhD, MSN, Nursing, Education, Capella University
Sara Lease, MSN, Nursing, University of Phoenix
Sarah Gabua, DNP, MSN, Nursing, Walden University
Shannon Rumsey, MS, Nursing, University of Colorado
Sharon Martin, PhD, Nursing, Rocky Mountain University of Health Professions
Sharon Stoten, DNP, MSN, BS, Nursing, Purdue University
Shelley Lee, DNP, Nursing, Chamberlain College of Nursing
Stacy Parker, MSN, Grand Canyon University
Stacy Severin, MSN, Nursing, State University of New York Polytechnic Institute
Susan Kinnear, DNP, Nursing, Chatham University
Tamika Dowling, MSN, Nursing, South University
Tammy Drewett, MSN, Grand Canyon University
Tammy Fisher, MSN, Nursing, Aspen University
Tammy Nesbitt, MSN, BSN, Nursing, West Texas A&M
Tara Race, DNP, Nursing, Waynesburg University
Teresa Harden, MS, Nursing, Indiana Wesleyan University
Teresa Olin, MSN, BS, Nursing, University of Mary
Tracy Lookingbill, MSN, BS, Nursing, Western Governors University

Vanessa Kramasz, MSN, Nursing, Concordia University
Wanda Douglas, EdD, Education, Nursing, Appalachian State University
Wendy Lugo, DNP, Nursing, The George Washington University
Yvette Lawery, MSN, Nursing, Jacksonville University
Zachary Nethers, DNP, Nursing, Chatham University

School of Professional Studies

Abby Pfeiffer, MBA, Military History, Norwich University
Afsaneh Helali, PhD, Nursing, University of Phoenix
Amaka Agiriga, PhD, MS, Psychology, Capella University
Amy Dallmann-Jones, MBA, Humanities, California State University
Andre Rosedale, MS Criminal Justice, Aspen University
Aprille Boudreau, PhD, Counseling, University of Florida
Brenda Scott, DNP, Nursing, Samford University
Brittney Harris, MHA, Health Administration, Pfeiffer University
Chelsea Hansen, PhD, MA, Psychology, Northcentral University
Dana Knighten, DSW, Social Work, Capella University
Doris Christopher, PhD, Education, University of Minnesota
Colin Campbell, Ed.D, MBA, Psychology, University of Toronto
Dana Knighten, DSW, Social Work, Capella University
Denny Powers, PhD, Criminal Justice, Capella University
Elissa Engel, MA, Mass Communication, University of Wisconsin
Ellis Terrell, Master of Liberal Studies, Indiana University Purdue University, Fort Wayne
Eric Oestmann, PhD, MS, BS, Human Services, Capella University
Helen Livingston, PhD, Criminal Justice, The Union Institute
James Ford, MS, Criminal Justice, University of Cincinnati
Joanna Oestmann, EdD, MED, Psychology, Argosy University
Joseph Nicoletti, MA, Labor and Industrial Relations, Rutgers University
Kathleen Gerken, MED, Education, Northern Arizona University
Keven McNeill, Public Administration, Criminal Justice, Anne Maria College
Matt Loux, MS, BS, Criminal Justice, University of Central Missouri
Mohamad Khatibloo, PhD, Criminal Justice, University of Hertfordshire
Monica Farrar, MS, Counseling, Rehabilitation, University at Buffalo
Newt Condict, MA, Marriage and Family Counseling, Lancaster Bible College
Philip Dixon, MA, BS, AAS, English, History, Western New Mexico University
Rachel Hall, MA, BA, Spanish, University of Southern Mississippi
Roger Pao, JD, Law Enforcement Management, Harvard Law School
Ron Smith, MCJ, Criminal Justice, Boston University
Sonia Torres, MS, BA, Education, Psychology, Purdue University
Steve Brenoskie, MCJ, Criminal Justice, Aspen University
Tammi Clearfield, JD, MS, Law and Criminal Justice, University of Miami School of Law
Tarrah Whitehead, MLS, BA, Liberal Studies, Arizona State University
Todd Kane, MBA, MED, BBA, Health Care, Northcentral University

School of Business and Technology

Ali Said, DBA, MS, MBA, MSIT, Business, Walden University

Bari Courts, PhD, MBA, BA, E-Business, Management, Capella University

Brian Wright, PhD, Electronic Commerce, Northcentral University

Courtney Salmon, MA, Human Resource Management, Webster University

Daniel Smith, PhD, MBA, Spanish, Business, Arizona State University

Daniel Zimmerman, DM, MBA, Management, Colorado Technical University

David Castle, PhD, MBA, BS, Management, Northcentral University

Donald Dunn, DM, MS, Organizational Leadership, Education, University of Phoenix

Glenn Cummings, PhD, BS, Physiology, Wayne State University

Greg Herbert, EdD, Education, The George Washington University

Horn-yeu Shiaw, PhD, MS, BS, Computer Science, Tufts University

James Marion, PhD, Management, Capella University

Janice Spangenburg, PhD, MA, MS, BS, Business, Regent University

Jimmie Flores, PhD, MA, MBA, MS, MED, Business, Technology, Education, Fielding Graduate University

Joel Weiss, MBA, Grand Canyon University

Juan Martinez, JD, MBA, BA, Law, Business, University of Detroit Mercy

Laura Pogue DM, Organizational Leadership, University of Phoenix

Laurie Barnes, PhD, MBA, Management, Capella University

Lynn Carter, PhD, Computer Science, University of Colorado

Mark Miller, MBA, BBA, Business, Nova Southeastern University

Michael Jones, PhD, MS, BS, AS, Information Systems, Walden University

Monte Black, MBA, Information Resource Management, Westminster College

Nathan Braun, MBA, BBA, Business, Information Security, Northcentral University

Nizar Dajani, PhD, Information Technology Management, Capella University

Raj Parikh, DBA, Information Systems Management, Walden University

Randy Marcy, MPA, Georgia Southern University

Richard Barksdale, MS, Information Management, Aspen University

Sam Hijazi, DBA, MA, BS, AA, Information Systems, University of Sarasota

Stewart Proctor, DBA, Business, Walden University

Ying Liu, PhD, MBA, MS, Computer Science, Business, Georgia Institute of Technology

Aspen University Classroom Technology Requirements

To attend Aspen University, students must have access to a computer that meets the minimum requirements outlined below. In addition, some classroom activities do require the use of video technology. Webcams and microphones are also used for student/instructor interactions within the classroom. It is recommended that students also have access to these devices.

Brightspace by D2L, powers Aspen University's Classroom located at <http://classroom.aspen.edu>. Students are provided their login credentials for the Classroom at the time they register for their first course.

System Requirements

Aspen University's Classroom

Supported Operating Systems:

- Windows XP (service pack 3 for 32-bit, service pack 2 for 64-bit), Windows Vista, Windows 7, Windows 8, Windows 10
- MAC OS X 10.6 (Snow Leopard) and higher
- IOS 6 and higher
- Android 4.0 (Ice Cream Sandwich) and higher
- Blackberry 7 and higher

Browser Support:

- Internet Explorer 9 and higher
- Firefox 24 and higher
- Chrome 32 and higher
- Safari 5.1 and higher

Additional Browser Support Info:

- Adobe Flash 10.1 or greater
- Javascript and Cookies must be enabled

Aspen University's Website and Student Portal

Supported Operating Systems:

- Windows XP (service pack 3 for 32-bit, service pack 2 for 64-bit), Windows Vista, Windows 7, Windows 8, Windows 10
- Mac OS X 10.6 (Snow Leopard) and higher

Browser Support:

- Internet Explorer 9 and higher
- Firefox 24 and higher
- Chrome 32 and higher
- Safari 5.1 and higher

Other Software Needed:

- Javascript and Cookies must be enabled

University Contact Information Tuition

General Contact Information

Aspen University

1660 S. Albion St., Suite 525
 Denver, Colorado 80222
 Phone: (800) 373-7814
 Fax: (303) 200-7428
 Email: info@aspen.edu
 Website: www.aspen.edu
 Office Hours: Monday - Friday; 8am-5pm

Aspen University administrative offices will be closed on the following dates in 2019:

January 1st, February 18th, April 19th, May 27th, July 4th, September 2nd, November 28th, November 29th, December 24th, December 25th.

Office of Enrollment

Phone: 1-800-373-7814
 Email: enrollment@aspen.edu

Office of Student Services

Phone: 1-800-441-4746
 Email: studentservices@aspen.edu

Office of the Registrar

Phone: 1-800-441-4746
 Email: registrar@aspen.edu

Office of the Bursar

Phone: 1-800-441-4746
 Email: bursar@aspen.edu

Office of Financial Aid

Phone: 1-800-441-4746
 Email: financialaid@aspen.edu

Office of Faculty Services

Phone: 1-800-441-4746
 Email: facultyservices@aspen.edu

Marketing

Email: marketing@aspen.edu

Press Releases and Media

Phone: 1-800-441-4746
 Email: publicrelations@aspen.edu

Tuition Rates

Aspen University's tuition rates by degree level are below. In some cases tuition rates may vary by program, so please review tuition rates for your specific program before making a decision.

Certificate Program \$325

Program of Study	Tuition Rate (per Credit Hour)
Associates Degree	\$150
Bachelor's Degree*	\$150
Master's Degree	\$325
Doctoral Degree	\$450

* The RN to BSN Program is \$325 per Credit Hour.

* The BSN Pre-Licensure Program is \$150-\$495 per Credit Hour.

Fees

Fee Type	Amount
Transcript (per request)	\$10
Undergraduate Technology Fee (per course)*	\$40
Graduate Technology Fee (per course)	\$60
RN to BSN Technology Fee (per course)	\$60
Portfolio Credit Evaluation**	\$200
Tuition Deferment (if applicable)	\$200
Graduation (one time)	\$100
Proctored Examination (per exam)	\$100
Nursing Capstone (per course)	\$250
Nursing Practicum (per course)	\$250
Additional Diploma (per request)	\$50
Dissertation***	\$1,500
Internship	\$300
Assessment Fee**** (if applicable)	\$99

DNP Immersion Fee (per course)	\$100
DNP Project Fee (one time)	\$1,415
Out of Pocket Expenses Estimate (BSN Pre-Licensure Program)	\$987
HESI Fee per Exam (BSN Pre-Licensure Program)	\$250-\$500
Wire Transfer (per request)	\$30

* The BSN Pre-Licensure Program Technology Fee is \$40-\$200 per course.

** The Portfolio Credit Evaluation fee is \$200 per 3-credit course for the School of Nursing Programs only. For all other programs, there is a flat \$200 fee.

***Dissertation credits are not eligible for financial aid.

**** The Assessment Fee is a course specific fee for students enrolling in N518 - Advanced Physical Assessment.

Estimated Book Cost

Program of Study	Estimated Book Cost
Associates Degree	\$3,000
Bachelor of Science in Nursing Pre-Licensure Program	\$2,300
Bachelor of Science in Nursing Completion Program	\$1,500
Bachelor's Completion Programs	\$3,000
Bachelor's Programs	\$6,000
Master of Arts in Psychology and Addiction Counseling Program	\$2,400
RN-MSN Programs	\$2,850
Master's Programs	\$1,800
Doctor of Nursing Practice Program	\$2,100
Doctoral Programs	\$3,000
Certificate in Project Management	\$450
Certificate in eLearning Pedagogy	\$750

Students are encouraged to view the program information on www.aspen.edu for specific text and pricing information by class.

Student Tuition Recovery Fund: California Residents only

The Student Tuition Recovery Fund (STRF) is a fund administered by the Bureau for Private Postsecondary Education (Bureau) that relieves or mitigates economic loss suffered by a student while enrolled in a qualifying institution – generally one that is approved or registered by the Bureau. At the time of his or her enrollment, the student must have been a California resident or enrolled in a California residency program, prepaid tuition, and suffered economic loss.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or taxpayer identification number.

Refund Policy

Aspen University's refund policies conform to the requirements of the Colorado Commission on Higher Education (CCHE) SECTION I, PART J 26.02.05 (effective June 7, 2013). In addition, the institution meets refund policies required by the federal Department of Education in 34 CFR 668 and complies with the refund and termination procedure requirements of the institution's accrediting body, the Distance Education Accrediting Commission (DEAC).

A full refund of any monies paid towards tuition and required fees will be made in the event that one of the following occurs:

- If the student is otherwise not approved for courses or accepted into a degree program by the University;
- It is determined by a state authority or accrediting agency that the enrollment of the student was procured as a result of any misrepresentation in advertising, promotional materials of the school or representations by the owners or representatives of the school; or,
- If a course of instruction is discontinued by the school and this, for a valid reason, prevents the student from completing the course.

Course Enrollment Cancellation

Enrollment in a course may be canceled by the student at any time after the execution of the Course Enrollment Agreement up through the day before the scheduled Start Date of the class. Upon the scheduled Start Date, students who elect to cancel within 7 calendar days of enrolling will receive a full refund. Enrollment cancellations under these circumstances will result in a full refund of any course tuition and required fees paid. Aspen University provides additional consideration for students that have had extenuating circumstances, such as a student illness or accident, death in family, or other circumstances beyond the student's control.

Course Withdrawal

A student can withdraw from a course by submitting the Course Withdrawal form in the Student Portal, or by contacting his or her Academic Advisor. Depending upon the date of withdrawal, there may be a refund of tuition and fees. All money due to the student will be refunded within 30 days of the effective date of the withdrawal. A course withdrawal may be recorded as a "W" or, "WA" on the student's transcript and may impact the student's financial aid status. The determination of a course withdrawal will be effective on the earliest of the following:

- the date the student submits the Course Withdrawal form in the Student Portal;
- the last day of an academic participation activity if the student fails to meet/maintain progress as required and is administratively withdrawn from the course by the school; or
- the first of the following dates when the student's participation in an academically related activity cannot be documented:
 - » at the end of the first week,
 - » at the end of the month, midterm or academic term.

Refund Calculations

Refunds are calculated based on the Total Course Price, which includes tuition, course specific fees, earned financial charges, and other fees that are charged to students for required courses, such as proctoring or technology access. The amount of the refund is based on the portion of the course duration for which the student has paid, but has not yet used, as of the point of termination. The refund tables presented below provide the percentage of Total Course Price to be refunded at different points of withdrawal throughout the duration of a course.

A student may withdraw from one or more courses during a term and not be withdrawn from the University if the student is attending at least one course within the term, or has registered for a course in a subsequent term within 30 days from the last scheduled date of the term. A student who withdraws from all of his or her courses in a term will be responsible for any charges that may accrue on their account due to the withdrawal.

Refund of Other Fees

Non-Refundable Fees

Fee Type	Amount	Frequency
Graduation	\$100	One Time
Transcript Request	\$10	per Request
Portfolio Credit Evaluation	\$200*	per Course
Additional Diploma	\$50	per Request
Assessment	\$99	if Applicable
Project	\$1,415	One Time
Wire Transfer	\$30	per Request

* The Portfolio Credit Evaluation fee is \$200 per 3-credit course for the School of Nursing Programs only. For all other programs, there is a flat \$200 fee.

Refundable Fees

Fee Type	Amount	Frequency
Undergraduate Technology	\$40	per Course
Graduate Technology	\$60	per Course
RN to BSN Technology	\$60	per Course
Dissertation	\$1,500	One Time
Tuition Deferral	\$200	per Course
Proctored Examination	\$100	per Exam
Internship	\$300	One Time
Nursing Capstone	\$250	One Time
Nursing Practicum	\$250	per Practicum Course
Immersion	\$100	per Course

In the event that the student cancels their enrollment prior to the Start Date, or withdraws from the course during the first week, the course specific fees are refunded at a rate of 100%. In the event the student completes the course, the fees are non-refundable. If the student withdraws from the course, the course specific fees will be refunded in accordance with the below refund table.

Students are not required to purchase instruction books, supplies and tools from the institution specifically, and are not required to purchase materials until they are necessary. If a student purchases books, supplies, tools, etc. from the University, once payment for these materials is complete no refund will be issued. However, Aspen University provides additional consideration for students that have had extenuating circumstances.

Students Called to Active Military Service

A student of Aspen University who withdraws from the University as a result of being called to active duty in a military service of the United States or their State National Guard may elect one of the following options for each course or program in which the student is enrolled:

- If tuition and fees are collected in advance of the withdrawal the student will receive a refund in accordance with the Refund Tables below for any tuition, fees, or other refundable charges paid by the student for the program. In addition, any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal will be canceled;
- Re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and other charges; or
- Receive the assignment of an appropriate final grade or credit for the courses in which the student is currently enrolled, but only if the instructor or instructors of the program determine that the student has:
 - » Satisfactorily completed at least 90 percent of the required coursework for the course; and,
 - » Demonstrated sufficient mastery of the course material to receive credit for completing the course.

Multiple Course Prepayment Plan Refund

Refunds for pre-payments are provided based upon the number of courses completed per the refund table below and are only given upon student's withdrawal from one or more courses. After a student has successfully completed all of the pre-paid courses Aspen University calculates refunds based on the course-by-course tuition amount paid for a course and processes the refund according to the refund table. A student withdrawing from the degree program will be granted a refund based on the tuition paid and according to the refund table.

For example, if a student signs a multiple Course Enrollment Agreement in the master's degree program, paying for 3 courses, and then withdraws from the degree program after completing only 2 courses, the student is entitled to a full refund on 1 uncompleted course based on the full single-course tuition amount per course and is also entitled a refund based on the course-by-course tuition paid for any other courses less all applicable withdrawal fees.

Refund Table

Last Date of Attendance	Percentage of Total Course Price
During the 1st week of class	100%
During the 2nd week of class	80%
During the 3rd week of class	60%
During the 4th week of class	40%
During the 5th week of class	20%
After the 5th week of class	0%

Sample Refund Calculation: A student enrolls in a course where the Total Course Price is \$975.00. If student withdraws from the course during the second week, the student is entitled to a refund of \$780.00. ($\$975 * 80\%$)

Return of Title IV Funds

When a Title IV borrower withdraws from all courses in a term or program a Return to Title IV calculation is done. The return process calculates the amount of federal aid earned and unearned by a student. The University returns unearned funds to the Department of Education; however, depending on the type of refund, the student may be required to return some or all of the unearned Title IV funds.

Although a student may receive financial aid funds at the beginning of a term, the student must "earn" those funds over the course of a term by continuing to meet academic participation requirements. When a student withdraws, the University will determine the earned and unearned portion of the student's federal financial aid within Federal Regulation.

When a student chooses to officially withdrawal from Aspen University, prior to the end of an academic term, they must first complete the "Program Withdrawal" form. The student should complete and submit this form electronically on the student portal.

A student is administratively withdrawn from the University if they violate Aspen University's Continuous Enrollment policy, which states that a student must be enrolled in a subsequent term within 30 days of completing a term as well as not allowing over 180 days of nonattendance to lapse. This is considered an unofficial withdrawal and also applies to students who are dismissed or removed for academic or disciplinary reasons.

For official or unofficial withdrawals, a student's last date of attendance is the last day in which they participated in an academic related activity for their course as documented via the classroom portal. If a student completes a course and receives a passing grade, the last date of attendance will be recorded as the end date of the course.

During a Return to Title IV Funds calculation, the payment period is defined as the term the student withdrew. To determine the percentage earned, divide the total number of days completed before the student withdrew from the course or program by the total number of days in the payment period. If a student meets academic participation requirements for over 60% of the term before the withdrawal occurs, the student has earned all of his or her federal financial aid and is not required to return any funds. If a student withdraws having met 60% or less of academic participation requirements, there will be unearned funds to return.

For example, if a student receives \$3,000 in federal financial aid and then withdraws exactly halfway through the term, the student has only earned half of the \$3,000 and is therefore only entitled to keep \$1,500. The University will send the federal government a refund of the other \$1,500. However, if the student withdraws after passing the 60% threshold, 100% of the funds are considered earned, and there is no return of funds. The University will notify a student within 45 days of the withdrawal date if a return of funds is required and will inform the student of his or her responsibilities for returning those funds. Failure to repay the funds could jeopardize the student's eligibility to return to school or receive financial aid in the future. In some cases, upon completion of the Return of Title IV process, the student may end up owing the school for tuition and fees that are unpaid.

For all withdrawals, a student's last date of attendance is defined as the last day the student attended a course by participating in any academically related activity for that course. If the student completes the course with a passing grade, the last date of attendance is documented as the end date of the course.

If a student completely withdraws from the University, the Return to Title IV funds calculation is done, and the student may be required to return federal financial aid received. For purposes of this section, there are situations in which the student may be deemed to have withdrawn even though he or she has not gone through the formal process of withdrawing. Dropping below half-time enrollment status does not in and of itself require the return of federal financial aid; however, it may affect future disbursements and a student's ability to meet Satisfactory Academic Progress requirements.

If the student received an aid disbursement greater than the earned amount, the unearned funds must be refunded to the appropriate student aid program; this may include returns by the

student, the institution, or both. In certain cases, there may be a shared responsibility between the University and the student when returning unearned funds. If the student's portion of the unearned funds consists of Title IV loans, the student must pay the loan within the terms and conditions of the Master Promissory Note.

A student who has pending aid that has been earned but not yet disbursed may be eligible for a Title IV loan post-withdrawal disbursement. If a student is eligible for a post-withdrawal disbursement, the student will be asked to give permission for the University to disburse the loan funds. The University has 30 days from the date it determined the student withdrew to offer the post-withdrawal disbursement. The student then has 14 days from the date the University sends a notification to accept, in writing, the post-withdrawal disbursement. If the student acknowledges acceptance of the post-withdrawal disbursement, the University will disburse the loan within 180 days from the date of the University's determination that the student withdrew. The Return of Title IV process will determine whether the school or the student will retain the funds.

Once the University has calculated the portion of the funds to be returned, the Financial Aid Office will return those funds to the appropriate federal student financial aid program(s) within 45 days in the order specified below. If this return creates a balance on the student's account, the student will be responsible for paying the balance in full to the University. Outstanding balances must be paid in full before a student will be allowed to re-enter, register, or receive an official academic transcript. In some circumstances, payment arrangements can be made with the Bursar's Office.

The University will return unearned Title IV funds in the following order:

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants

Payment Methods

Aspen's Economic Responsibility Goal is to offer tuition rates low enough that a majority of our students will not incur debt through utilization of federal financial aid, and ensure alumni have achieved a return on investment benefit following earning a degree from Aspen. To achieve this goal, Aspen University has established several payment methods from which students may choose. These payment methods are outlined below.

Monthly Payment Plan

Students that participate in the Monthly Payment Plan make one payment per month, based upon their degree program. The payment is automatically charged on the same day each month to the Credit or Debit Card provided by the student at the time of enrollment. When a payment is made, Aspen University applies that payment towards tuition and fees the student has incurred.

Participation in the Monthly Payment Plan is voluntary and students may stop their participation in the Monthly Payment Plan at anytime.

Federal Student Aid

Aspen University is approved by the U.S. Department of Education to participate in Federal Student Financial Aid Programs. Financial Aid is available to qualifying U.S. citizens and permanent residents. Financial Aid programs include both grants and loans. To learn more about Federal Student Aid, please contact the Office of Financial Aid.

Installment Plan

Students that enroll in the Installment Plan pay their course tuition over three months, instead of paying their course tuition in full before the course begins. The first payment is made on the first day of class, the second payment is made on the 31st day of class and the final payment is made 5 days after the course's scheduled End Date.

Credit or Debit Card

Students can use their Credit or Debit Card to pay for their tuition or fees when they enroll in a course. In this case, the student must pay their course tuition and any outstanding fees prior to enrolling in the course.

Tuition Deferment and Assistance

If a student's employer offers Tuition Deferment, the student can place a deposit on a course and provide a Credit or Debit Card instead of paying the course tuition in full prior to enrollment. The student is able to enroll in the course after paying any applicable fees and the course deposit. The student will have until four weeks after a grade is awarded to make the course payment in full. After four weeks, the Office of the Bursar will charge the tuition amount to the Credit or Debit Card on file. Payment is ultimately the responsibility of the student. In the case of students receiving education benefits from the United States Military, a course deposit may not be required or the United States Military may pay Aspen University directly. Please contact the Office of the Bursar to discuss your Military Benefits.

Employer Direct Billing

Aspen University has Direct Billing agreements in place with employers. Students of employers participating have their tuition and fees paid to Aspen University directly from their employer. Please contact the Office of the Bursar or your Human Resources Manager to determine if your employer participates.

United States Military Benefits

Students who have served in the United States Military and their spouses are eligible to receive a Military Affiliation Award from Aspen University.

Tuition Rates

- Master's Degree: \$750 per Course
- Doctoral Degree: \$1,050 per Course

Fees Waived

- Undergraduate Technology Fee (\$40 per Course)
- Graduate Technology Fee (\$60 per Course)
- RN to BSN Technology Fee (\$60 per Course)
- Graduation Fee (\$100)

Who Qualifies

- United States Military Active Duty
 - » Active Duty
 - » Reserve and National Guard
 - » Veterans
 - » Spouses

Required Documentation

In order for a student to receive Aspen University's Military Benefits, the following documentation is required depending upon the student's status:

- Military Transcripts
- DD-214 (Discharge of Duties)
- Letter from Commanding Officer
- VA Letter Certifying Military Service
- Benefit Documentation (TA form, COE, VA form 1905)

Spouses

- Copy of Marriage License or Certificate
- Copy of Spouse's Military Documentation
- Copy of Spouse's Government issued photo identification (e.g. Driver's License or Passport)

Military Payment Options

Veterans Affairs and G.I. Benefits

Aspen University is approved by the Colorado State approving agency for Veterans Benefits. Most programs allow veterans 10 years from the date of separation listed on the Military Discharge (DD 214) to use their Veterans Benefits. Please contact the Veterans Benefits Administration for more information.

Defense Activity for Non-Traditional Education Support (DANTES)

DANTES processes Tuition Assistance reimbursement for Active Duty service members including; Navy, Marines, Army, Active Guard Reservists, Army National Guard, Military and Civilian Personnel, U.S. Army Reserves and Air Force Reserve Command after a course is successfully completed. Prospective students requesting Tuition Assistance under this program must have the DANTES Independent Study Form (1562/31) signed by the student's Educational Services Specialist, Guidance Counselor, or Commanding Officer certifying their eligibility. Please contact DANTES for more information.

Entitlement Programs

- Chapter 30 - Montgomery G.I. Bill - Active Duty Educational Assistance Program
- Chapter 31 - Vocational Rehabilitation Educational Assistance Program
- Chapter 32 - Post Vietnam Era Veterans Educational Assistance Program
- Chapter 35 - Survivors and Dependents Educational Assistance Program
- Chapter 1606 - Montgomery GI Bill - Selected Reserve

Financial Aid

Institutional Financial Assistance Information

It is a goal of Aspen University to assist every eligible student in procuring financial aid that enables the student to attend school. The University participates in various federal and state student financial assistance programs. The financial aid programs are designed to provide assistance to students who are currently enrolled or accepted for enrollment, but whose financial resources are inadequate to meet the full cost of their education.

The majority of financial aid available to students is provided by the Federal Government and is called Federal Student Aid. This includes the Federal Pell Grant Program and the William D. Ford Federal Direct Loan (Subsidized, Unsubsidized and PLUS) Program.

Although, the primary responsibility for meeting the costs of education rests with the individual student and their families, the Federal Student Aid Program is available and all financial aid is awarded on the basis of financial need, regardless of sex, age, race, color, religion, creed, or national origin. Financial need is defined as the difference between the cost of education for one academic year and the amount a student's family can be reasonably expected to contribute to this cost of education for the same period.

Consumer Information

Essential information and disclosures that assist prospective and current students in locating important information about Aspen University can be found at <http://catalog.aspen.edu/policies/student-consumer-information>. The presentation of this content is in compliance with the Higher Education Opportunity Act of 2008, which requires colleges and universities to publicly disclose various aspects of their policies and procedures.

Financial Aid Eligibility

To be eligible for financial aid, a student must:

- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program;
- Complete the Free Application for Federal Student Aid (FAFSA);
- Be enrolled at least half-time (exception is Pell Grant);
- Have a high school diploma or its recognized equivalent such as a GED certificate;
- Be a U.S. citizen or an eligible non-citizen. Verification of eligible non-citizen status may be required;
- Have financial need (except for some loan programs) as determined by a need analysis system approved by the Department of Education;
- Maintain satisfactory academic progress;
- Have a valid Social Security Number;
- Not have borrowed in excess of the annual aggregate loan limits for the Title IV financial aid programs;
- Be registered for the Selective Service, if required;
- Not in default on a federal student loan and do not owe money on a federal student grant
- Sign an updated Statement of Educational Purpose / Certification Statement on refunds and default.
- Provide required documentation for the verification process and determination of dependency status;

Net Price Calculator

Aspen University provides a Net Price Calculator to help estimate educational costs.

Aspen University provides a Net Price Calculator to help estimate educational costs: <https://www.aspen.edu/net-price-calculator>

Cost of Attendance (COA)

The cost of attendance (COA) is not a bill that you receive from Aspen; it is the total amount it will cost you to attend the University each year. At Aspen, your cost of attendance includes

direct costs (tuition, fees and book allowance) that will appear on your bill as well as indirect costs (room and board and personal expenses) that are not billed to you but are estimated costs associated with going to college, therefore, are included in your budget.

Here at Aspen we are dedicated to offering students the ability to receive a high quality distance-learning education at low cost so they can earn their degrees with minimal, if any, student loan debt. The Office of Financial Aid has developed an institutional packaging philosophy with this goal in mind; it is our policy that all students are awarded funding to cover their direct costs for the academic year. Students in need of additional financial resources to cover the indirect costs associated with attending college can request that their award packages be increased up to cost of attendance by contacting the Financial Aid Office.

Application Deadlines and Renewal of Aid

The Free Application for Federal Student Aid (FAFSA) priority deadline for financial aid is October 1. FAFSA's will be accepted after this date but may not receive priority. There may be additional deadlines provided to students by the Financial Aid Office that, if not adhered to, may impact potential start dates and/or timing of funding disbursements.

Financial Aid is not automatically renewed every year; a student must re-apply by completing the FAFSA and other paperwork as required. The Direct Master Promissory Note (MPN) for federal student loans is good for 10 years.

Applying for Financial Aid

The student will need to do the following to apply for Financial Aid:

- Obtain a FSA User ID at the Federal Student Aid (FSA) registration page and complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov.
- Make sure to include the Aspen University school code: 040803.
- Complete the Direct Master Promissory Note (MPN) and Entrance Loan Counseling at www.studentloans.gov.
- Complete any additional paperwork requested by the Financial Aid Office.
- Review the award letter.

Students who wish to borrow Federal Student Aid are expected to submit all required financial aid documents prior to the course start date. If a student is unable to qualify for financial aid, the University will update the student's method of payment to Cash and the student will be held responsible for any outstanding balances incurred. **Note:** For all programs, all students borrowing Federal Student Aid are required to make Satisfactory Academic Progress in order to maintain eligibility for Title IV federal financial aid.

Financial Aid Re-Application Process

It is the student's responsibility to reapply for funding as necessary. In accordance with Title IV Regulations, a student not completing the financial aid process in a timely manner while in attendance may forfeit eligibility for financial aid assistance that might otherwise have been available during that period of enrollment, and will become fully responsible for all remaining balances.

Financial Aid Student Rights

- To be advised of what financial aid programs are available and how to apply for them;
- To be advised of the requirements in cases of withdrawal, such as refunds or repayments of financial aid;
- To be advised of the requirements for maintaining financial aid standards of satisfactory academic progress and good academic standing; and
- To have all application information treated with the highest confidentiality.

Financial Aid Student Responsibilities

As a financial aid applicant or recipient, a student has the following responsibilities:

- To apply for financial aid if a student wishes to be considered for financial assistance;
- To submit all required forms accurately and completely;
- To provide documentation, verification of income, corrections and/or any information to complete the financial aid file, if applicable;
- To accept responsibility for all forms and agreements the student signs; and
- To use financial aid only for the student's actual educational expenses.

NSLDS Consumer Disclosure

In accordance with Federal Regulation, Aspen reports enrollment data to the National Student Loan Data System (NSLDS) every 60 days. Aspen certifies the enrollment status for all students who appear on the NSLDS Enrollment Roster that is sent to the school. Students not currently receiving Title IV aid at Aspen, who would like to be added to the roster to have enrollment status reported to NSLDS, may obtain an In-School Deferment Form from their loan servicer and complete the borrower sections. The completed form should be submitted to registrar@aspen.edu. The Registrar's Office will verify enrollment status, complete the School Official section, and send to the loan servicer.

Financial Aid Programs

All Title IV financial aid funds received by the University will be credited to the student's account with the exception of requirements set forth in Section 6.82.604 of current federal regulations. The different types of financial aid programs available to those who qualify are discussed in detail below.

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants are only awarded to undergraduate students who have not earned a bachelor's or professional degree and students who are enrolled in an eligible Post-baccalaureate teacher certification program if they meet certain requirements. Each student is entitled to apply for a Federal Pell Grant. Eligibility is determined by the student's need, the cost of attendance, and the amount of money appropriated by Congress to fund the program. The amount of the grant is determined by a standard formula used by the Department of Education. The amount of the grant available to the student will depend on the Expected Family Contribution (EFC) and the cost of attendance.

For many students, the Federal Pell Grant provides a "foundation" of financial aid to which other aid may be added to defray the cost of college education. A student may apply online by completing the FAFSA at www.fafsa.ed.gov. The application will be transmitted electronically through a federally approved need analysis system, which will determine the applicant's Expected Family Contribution (EFC).

William D Ford Federal Direct Loan Program (Direct Loans)

Direct Loan programs are low-interest loans for eligible students to help cover the cost of education. Eligible students borrow directly from the U.S. Department of Education. The loan is then sent to the U.S. Department of Education's Common Origination and Disbursement Center (COD) and disbursed to the school electronically through the G-5 website. The loans are serviced by the Direct Loan Servicing System. Direct loans include Direct Subsidized, Direct Unsubsidized and Direct PLUS loans.

Direct Subsidized Loans

Direct Subsidized Loans are loans available to students with financial need. Undergraduate students may borrow up to \$3,500 for their first academic year, \$4,500 for their second academic year, and \$5,500 for their third or fourth year at a fixed interest rate established annually by the U.S. Department of Education. The interest is paid by the federal government while students are in school and for six months after students cease their enrollment. As of 7/1/13, for "first time borrowers" there is a 150% loan limit provision. A first time borrower is an individual who doesn't have an outstanding balance on a Direct Loan or a FFEL Program Loan on or after 7/1/13. This provision states that a student may not receive Direct Subsidized Loans for more than 150% of the published length of the student's program of study.

Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload. Deferments after the student drops below half-time status are not automatic and the student must contact the lender concerning their loan. Applications can be obtained at www.studentloans.gov Total Indebtedness for an independent undergraduate student is \$57,500; no more than \$23,000 of this amount may be subsidized loans.

There may be an origination fee charged as an expense of borrowing one of these loans. The loan fee is a percentage of the amount of each loan the borrower receives, and is subtracted proportionately from each loan disbursement. This must be repaid. The loan interest rate is fixed and set on July 1st of each year.

Direct Unsubsidized Loans

Direct Unsubsidized Loan programs are available for students to borrow to help cover the additional education costs regardless of family income and for those who may not qualify in whole or in part, for a Subsidized Loan. A Unsubsidized Loan is not awarded based on financial need. The term "unsubsidized" means that interest is not paid for the student so the student is charged interest from the time the loan is disbursed until the loan is paid in full.

Independent students and dependent undergraduate students whose parents are unable to obtain a PLUS loan can borrow up to \$9,500 for their first academic year as a combined total with the Federal Subsidized Loan, and up to \$10,500 for their second academic year, at a fixed interest rate established annually by the U.S. Department of Education. Dependent students whose parents are approved for a PLUS loan are limited to a combined total of \$5,500 for the first academic year and \$6,500 for the second academic year. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the Direct Subsidized Loan program. Graduate students may borrow up to \$20,500 each year. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. The Government does not pay interest on the student's behalf on an Unsubsidized Federal Loan. Regular payments begin six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload.

There may be an origination fee charged as an expense of borrowing one of these loans. The loan fee is a percentage of the amount of each loan the borrower receives, and is subtracted proportionately from each loan disbursement. This must be repaid. The loan interest rate is fixed and set on July 1st of each year.

Direct Plus Loans

The Federal Direct PLUS loan is available to graduate or professional students enrolled at least half-time at an eligible school in a program leading to a graduate or professional degree or certificate or to parents of dependent students to help pay for the educational expenses of the student. PLUS loans are not based on need, but when combined with other resources, cannot exceed the student's cost of education.

Graduate students or a dependent student's parent may borrow up to the cost of attendance minus other aid per eligible student. There may be an origination fee charged as an expense of borrowing one of these loans. The loan fee is a percentage of the amount of each loan the borrower receives, and is subtracted proportionately from each loan disbursement. This must be repaid. The loan interest rate is fixed and is set on July 1st of each year.

For graduate students, repayment begins six months after students cease enrollment or fail to carry at least one-half the normal full-time school workload. Interest begins to accumulate at the time of the first disbursement is made. Applications can be obtained at www.studentloans.gov.

For a dependent student's parent, repayment begins within 60 days of the final disbursement unless the dependent student's parent qualifies for and is granted a deferment by the lender. There is not a grace period for these loans. Interest begins to accumulate at the time of the first disbursement is made, and parents will begin repaying both the principal and interest while the student is in school. Although, the minimum monthly payment amount is \$50 with at least five years but no more than 10 years of repayment, the actual payment and schedule is determined by the total amount borrowed. Applications can be obtained at www.studentloans.gov.

For deferment information, contact the Office of Financial Aid.

Terms and Conditions of Direct Loans

The terms and conditions of Direct Loans can be found on the Master Promissory Note or through the Entrance Counseling the student completes. A borrower who has reached his or her aggregate borrowing limit may not receive additional loans. To view the loan limits visit the Federal Student Aid's website.

Final Course and Capstone Course

Undergraduate students who have only one course remaining towards the end of their program are considered less than half-time and may or may not qualify for federal financial aid depending on FAFSA eligibility.

Graduate students who have only one course remaining towards the end of their program are considered half-time and may qualify for federal financial aid.

Financial Aid Academic Year and Disbursements

Aspen is dedicated to offering students the ability to receive a high quality distance-learning education at low cost so they can earn their degrees with minimal, if any, student loan debt. The Office of Financial Aid has developed an institutional packaging philosophy with this goal in mind; it is our policy that all students are awarded funding to cover their direct costs for the academic year. Students in need of additional financial resources to cover the indirect costs associated with attending college can request that their award package be increased up to cost of attendance by contacting the Financial Aid Office.

An Academic Year is 32 weeks long and funding payments are split into two equal disbursements per Academic Year, generally made each 16-week term. Payments are delivered to the University from the Department of Education. The funds are then posted to the student's account. The student is responsible for any balance that financial aid does not cover and must adhere to the tuition payment policy.

When a student begins at Aspen, delivery of the first Title IV funding installment of a loan will occur 30 days after the start of the first day of classes. Returning students receive their first disbursement once the 14 day participation requirement is met. If a student is still active in classes at the time of disbursement funding will be requested from the Department of Education and typically released to the University within 1-5 business days. Once funds are received, the Bursar's Office will add the funds to the student's account and issue any credit balances within 14 days from the date the funds are added to the student account.

Verification of Federal Student Aid Eligibility

The Verification process requires a student to provide documentation of the information provided on a student's Free Application for Federal Student Aid (FAFSA) to ensure that it is correct. The U.S. Department of Education routinely requires colleges and universities to verify, or confirm, the data reported by students and their parent(s) on the FAFSA. The verification process ensures that eligible students receive all the financial aid to which they are entitled and prevents ineligible students from receiving financial aid to which they are not entitled.

If the student is selected by the U.S. Department of Education for verification there will be an asterisk next to the Expected Family Contribution (EFC) on the Student Aid Report (SAR). The student will also be informed of having been selected for verification in the SAR Acknowledgment letter, which is included with the SAR documents. SARs may be viewed online at www.fafsa.ed.gov under, "View and Print Your Student Aid Report." If a student is selected for verification, the Financial Aid Office will send a letter informing them of this selection and the additional documentation that is required. The student will be required to provide appropriate and legible supporting documents to the Financial Aid Office. In most cases, this documentation includes the following information:

1. Signed copies of Federal Tax Return Transcripts for the tax year (s) prior to the award year in which the student is applying; or use the IRS Data Retrieval Tool on the FAFSA;
2. Documentation of untaxed income received during the calendar year, if applicable;
3. High school completion status; and
4. Signed and Notarized Identity and Statement of Educational Purpose form.

Additional documents may be requested at the Financial Aid Office's discretion.

Participation in the verification process is not optional. If a student who is selected for verification does not submit the required documentation within 30 days, financial aid processing will be delayed, and the student may not be eligible to receive federal financial aid. If any changes to a student's FAFSA or application information are needed or clarification is needed, additional documentation may be required. In this case, the student or parent may be required to submit additional documentation and to resubmit his or her application for financial aid to the U.S. Department of Education. If a student's financial aid award in any way changes as a result of verification, a new

award letter will be generated and sent to the student with the updated Expected Family Contribution and award amounts, as applicable.

If an applicant fails to provide the appropriate and legible verification documentation, financial aid will not be processed or disbursed. In addition, the University will return, to the lender, any applicable loan proceeds that were otherwise payable to the applicant.

If Aspen University obtains any credible information indicating that an applicant for federal student financial assistance may have knowingly engaged in fraud or other criminal misconduct in connection with his or her application for federal student financial assistance, that individual will be referred to the Office of Inspector General of the U.S. Department of Education. Examples of this type of information are:

- False claims of independent student status;
- False claims of citizenship;
- Use of false identities;
- Forgery of signatures or certifications; and
- False statements of income.

Unusual Enrollment History (UEH)

Students who are flagged on the Student Aid Report (SAR) as comment code 359 or comment code 360 will be required to submit official transcripts from all schools attended for the last four (4) years in which they received a Pell grant and/or Direct Loan. Students may be asked to submit a letter of explanation along with the official transcripts for review by Aspen University. If requested, documentation related to comment code 359 or 360 must be submitted by all students. This documentation must be approved by Aspen University prior to a student receiving Federal Student Aid. If a student is selected for UEH and does not submit the required documentation within 30 days, financial aid processing will be delayed and eligibility to receive federal financial aid may be impacted.

Entrance and Exit Counseling Requirement

All financial aid students must complete Entrance Counseling before federal student aid is disbursed. All students who borrowed financial aid must also complete Exit Counseling within 30 days of separation from the school. The entrance and exit counseling is available on www.studentloans.gov. Contact the Financial Aid Office to receive individual repayment or account information.

External Scholarships

A student is encouraged to search for outside funding to help pay for their education. A student, who receives additional funds from any source, such as an outside scholarship, before or after receiving financial aid from the University, must report the source and the value of the award to the Financial Aid Office. Additional funds frequently require an adjustment to the existing financial aid award to avoid an “overaward” as defined by federal and state regulations.

State Grants

State grants may be available for students. Please visit the Education Resource Organizations Directory (EROD) for a list of agencies administering state grants. A student may contact these agencies directly for information regarding state grants.

Financial Aid and Books

In accordance with Federal Regulations 34 CFR 668.164(m), Aspen provides Title IV aid recipients the option to order required course textbooks through the Institution. By signing and returning a book order form a student provides authorization to use FSA funds to pay for the books. Aspen utilizes Amazon to order books and does not place e-book orders.

Bankruptcy and Financial Aid

A student who has filed for bankruptcy or had a loan discharged for disability may be required to give additional documentation before receiving Federal Student Aid.

Refund Credit Balance Payments

A federal student aid credit balance is created when the total of all federal student aid funds that are credited to a student's account is greater than the amount of current and prior year (up to \$200) tuition, fees, and other educationally related charges the University charged the student for the payment period. For a student who has an account balance within the same academic year and/or loan period, any subsequent disbursements will be held to cover those charges. The credit balance must be paid to the student as soon as possible, but no later than 14 days after the balance occurs (or 14 days after the first day of class if the credit balance occurred before the first day of class of that payment period). A student may give written consent for Aspen University to hold a federal student aid credit balance beyond the 14 day period; however, the University is required to release a remaining credit balance to the student at the end of the academic year and/or loan period.

Private Loan

Upon a student request, Aspen University will work with any lender that participates in private student loans. Aspen University and its staff are prohibited from accepting remuneration or compensation from any lender, bank, or other institution that provides loans to its students. A student requesting a Private Loan may qualify for Federal Direct Loans from the federal government. Direct Loans may have more favorable rates than Private Loans.

Tax Statements

1098-T Tuition Statements are sent to students every year no later than January 31 as required by law. This statement may be used to claim education credits. 1098-T statements are sent via email to all students and will be mailed to the address on file upon request. It is the student's responsibility to ensure the address is correct.

Non-Degree Seeking Students

To qualify for financial aid, a student must be enrolled as a degree-seeking student in a program. A Student who withdraws from a degree-seeking program and then enrolls as a non-degree seeking student should contact the Financial Aid Office to determine the impact on their financial aid.

Transfer Credit Policy

Aspen University recognizes that students may have earned credits at a previous institution or have experiential learning. Aspen University accepts credits earned from an appropriately accredited academic institution when the course content is deemed equivalent to that of an Aspen course and the course meets the minimum credit and grade requirements. In order to make that determination, Aspen University will conduct a comprehensive review of a student's prior, submitted academic work. Aspen University will make every reasonable effort to provide students with an appropriate amount of transfer credit based upon their records. Aspen University adheres to the standards of good practice set forth by our accrediting bodies.

Credit System Transfer Ratio

The number of transfer credits awarded is dependent on the original institution's credit system. Credits from an institution on a quarter credit system will transfer in at a ratio of two-thirds semester credit for each quarter credit on a course-by-course basis, rounded to the nearest whole credit. Aspen University measures courses in semester credit hours. Converting clock hours to credit hours for the purpose of transfer credit is calculated as follows; one semester credit hour is equal to 45 clock hours. Example: 100 clock hours is equivalent to 2 semester credit hours.

International Students

Students attempting to transfer in credits earned at institutions outside of the United States must have their academic transcripts evaluated by an appropriate evaluation agency. A transfer credit evaluation will not be completed unless an evaluation is received. Aspen University accepts international evaluations from agencies certified by NACES, AICE, CGFNS, or AACRAO. An evaluation agency must be instructed to provide a course-by-course evaluation report. If the final evaluation does not state that the student's prior coursework was equivalent to coursework completed at an appropriately accredited institution in the US, the courses will not be eligible for transfer credit. Students must have the report sent directly to Aspen University. Students should contact their Enrollment Advisor for additional information regarding international transcript evaluation.

Applying for Credit

Students who intend to apply for transfer credits must submit the following with their Admissions Package:

- Official transcripts or official foreign evaluations for all potential transfer credits
- Course descriptions for all potential transfer credits

Transfer Credit Qualifications

In order to be approved for transfer, credit must meet the below requirements in addition to program specific requirements.

- Credit earned must be college level.
- Credit earned must match the level of the associated Aspen program (i.e. undergraduate level credits may only be transferred into undergraduate level programs).
- Credit must have been earned at an institution where the quality of the education can be verified. Aspen University accepts credit from institutions that are accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE). Credits must have been earned while the institution was appropriately accredited. If Aspen University is unable to verify the accreditation status of the previous institution, it is the student's responsibility to obtain documentation from the institution documenting the accreditation status or other documentation that provides information regarding the quality of the education provided by the institution.
- The course completed must meet the course objectives of an Aspen University course. Courses will be evaluated and must have significant comparable content in order to be approved for transfer. In some instances, additional documentation such as a course syllabus may be required in order to complete the transfer credit evaluation. Courses that do not meet the specific content requirements of an Aspen University course may transfer in as a general or liberal arts elective if the student's program includes elective choice requirements. In the instance of specific general education choice requirements, the credits must meet the content requirements of the choice category.
- Prior courses that meet content requirements must also meet the semester credit hour requirement for the course, or the equivalent for credits requiring conversion.

Certificate Programs

- Transfer credits are not awarded for Aspen University certificate programs.

Associate's Degree Programs

- A minimum grade of C in every course evaluated for transfer.
- Subject to evaluation and approval by the Office of the Registrar, students may be awarded a maximum of 30 transfer credits towards an Aspen University associate's degree program.

Bachelor's Degree and Completion Programs

- A minimum grade of C in every course evaluated for transfer.
- Subject to evaluation and approval by the Office of the Registrar, students may be awarded a maximum of 90 total transfer credits towards an Aspen University bachelor's degree program. This includes transfer credit awarded towards bachelor completion program requirements.
- Nursing courses in the Bachelor of Science in Nursing (Pre-licensure Program) are not eligible for transfer credit.

Master's Degree Programs

- A minimum grade of B in every course evaluated for transfer.
- Subject to evaluation and approval by the Office of the Registrar, students may be awarded a maximum of 18 credits towards an Aspen University master's degree program, with the following exceptions;
 - » The Master of Science in Nursing programs accept a maximum of 12 transfer credits.
 - » The RN to MSN programs accept a maximum of 18 credits.
 - » The Master of Arts in Psychology and Addiction Counseling accepts a maximum of 24 transfer credits.
- School of Nursing transfer credit evaluations are reviewed by the program Dean or Director for content equivalency

Doctorate Degree Programs

- A minimum grade of B in every course evaluated for transfer.
- Subject to evaluation and approval by the Office of the Registrar, students may be awarded a maximum of 9 credits towards an Aspen University doctorate degree program, with the following exceptions;
 - » The Doctor of Nursing Practice program accepts a maximum of 6 transfer credits.
- Doctoral transfer credit evaluations are reviewed by the program Dean for content equivalency

Appeals of Official Transfer Credit Evaluation

Appeals of official transfer credit evaluations are intended for students who have had an official transfer credit evaluation completed and have previously provided sufficient supporting documentation (e.g. course description, syllabus, academic quality verification documentation, etc). Students should review the University's transfer credit policies prior to submitting their appeal. Students who believe that their transfer credit evaluation is inconsistent with published policy or are requesting an exception to published policy may appeal by submitting a completed Transfer Credit Appeal Form to the Office of the Registrar within 20 business days of receiving his/her evaluation. Students should contact their Advisor to discuss their appeal and obtain a copy of the Transfer Credit Appeal Form. Appeals will be reviewed and a decision rendered within 10 business days of

receipt of the appeal. Transfer credit appeals are reviewed by the Registrar, Program Dean, and/or Provost, depending on the nature of the appeal. The student will be notified of the appeal results via email. All appeals must be complete. Incomplete appeals or verbal appeals will not be considered.

Transferring Aspen University Credits

Acceptance of earned credits is determined by the receiving institution.

Alternative Transfer Credit

Aspen University accepts the following alternative credits. Alternative transfer credit is defined as credits earned through an institution (not a university) that is deemed equivalent to college-level coursework. Alternative credits will be awarded based on a review of official transcripts or official score reports. A maximum of 25% of credits towards an Aspen University degree can come from a combination of alternative credit and Portfolio Credit.

Military Credit

- Credits accepted based on ACE Guidelines. Awarding of credit is determined by an evaluation of ACE credit and content recommendations and the student's program requirements.
- Official military transcripts are required for evaluation.

ACE National Guide

- Aspen University will review transfer credit requests regarding credits earned through any of the current organizations listed in the American Council on Education (ACE)'s National Guide to College Credit for Workforce Training.
- Credits accepted based on ACE Guidelines. Awarding of credit is determined by an evaluation of ACE credit and content recommendations and the student's program requirements.
- Official transcripts/score reports are required for evaluation.

NCCRS Guide

- Aspen University will review transfer credit requests regarding credits earned through any of the current organizations listed in the National College Credit Recommendation Service's guide.
- Credits accepted based on NCCRS Guidelines. Awarding of credit is determined by an evaluation of NCCRS credit and content recommendations and the student's program requirements.
- Official transcripts/score reports are required for evaluation.

Portfolio Credit

Prior Experiential Learning (Portfolio Credit) is a learning experience that took place outside of a college or university course, where academic degree credit was not earned. A maximum of 25% of credits towards an Aspen University degree can come from a combination of alternative credit and Portfolio

Credit*. Any portfolio credits awarded count towards the total maximum allowable credits outlined in the transfer credit qualification section. Recognized learning experiences include, but are not limited to:

- Military Training
- Continuing Education Courses (with course descriptions and outcomes)
- Seminars and Workshops (with class descriptions and outcomes)
- Training Programs or In-Service courses (with program descriptions and outcomes)
- On the Job Training (with descriptions and documentation of completion)

Academic Standards for awarding Portfolio Credit are in the Portfolio Guideline Handbook and includes submission of an essay following the Kolb's Model of Experiential Learning. Credit is awarded for documented learning and must align the experience to the topics and course objectives in an appropriate academic context. Portfolio credit applications are reviewed by the program Dean or designated faculty.

*MSN level courses and doctoral level courses are not eligible for portfolio credit.

Process for Portfolio Credit Application Submission

Students should contact their Advisor for more information regarding the Portfolio Credit application process and to request a copy of the Portfolio Credit Guideline Handbook.

Faculty Availability

To facilitate student learning, faculty will:

- Maintain regular and substantive interaction with students.
- Check on a consistent basis for student assignment submissions, student questions, student discussions, student requests, new students enrollments in their classes and any other student activity.
- Provide scholarly feedback, guidance, and supportive interactions within 7 days after the due date of an assignment, but are encouraged to grade assignments within 3-7 days of submission.
- Respond to any student questions, discussion posts or any other student initiated request as quickly as possible, but certainly within 72 hours of receiving the request. If additional time is needed to research the request, faculty will acknowledge receipt of request and notify the student as to when a complete response can be expected.
- Proactively and regularly initiate and post meaningful contributions to all appropriate course discussion threads for the purpose of stimulating the students' academic experience and keeping the discussions on topic.

Grading Policy

Assignment Grades

As faculty review student assignment submissions, they look for three broad quality areas to be appropriately evident:

- **Demonstrated Comprehension:** Evaluation is primarily focused on the demonstrated quality of thought and the comprehension of the subject matter.
- **Synthesis and Analysis:** Instructors evaluate critical thinking and synthesis of the core material, through an appearance that demonstrates thought provoking analysis of the core concepts, including original ideas presented as an extension of course material.
- **Research and Quality of Resources:** Research and quality of resources are an integral element of a student's work and will constitute a large portion of assignment work. Textbooks are introduced as a single resource amongst many, with the expectation that students will conduct a substantial amount of additional research in order to present a cohesive, multi-faceted view of subject material.

To assist in the evaluation process, students are provided with an assignment rubric that is used by faculty to score their assignments. These rubrics are available in each D2L classroom and are specific to the assignment type. A signature assignment is a student artifact that represents scaffolded learning across a course. It is usually that final assignment of the course, usually in Module 8, e.g. a research paper or a capstone project. As such, the assignment is summative in nature only and directly measures course learning objectives, program learning goals, and university mission-based outcomes for both assignment grading and assessment of student learning purposes. In some cases, students who do not pass the signature assignment also do not pass the course. Signature assignment rubrics permit faculty evaluation of student performance along a task-specific set of assignment criteria aligned with 4 standardized expectation levels—Does Not Meet, Approaches, Meets, and Exceeds Expectations—and point values assigned to each rubric cell.

The balance of assignments in a course are graded with rubrics designed for specific deliverable types and are not used for university assessment data collection and analysis. Examples include rubrics for a PowerPoint, for an essay, for a journal entry, for discussion questions, for an article analysis, etc. These rubrics reflect the degree level: undergraduate, graduate, and doctoral, and use the same 4 standardized expectation levels described above and appropriate point ranges for each cell. Usually, assignments in Modules 1-7 are scored on these rubrics.

Both signature assignment and assignment type rubrics are scored by faculty and provide a numeric value for an assignment that is averaged in with all course assignment grades to calculate the final grade of the course. Students are encouraged to review all assignment rubrics prior to assignment submission as a means to assist them in assignment construction.

Course Grades

Undergraduate

Numeric Grade Percentage	Letter Grade	GPA
94% - 100%	A	4.000
90% - 93.9%	A-	3.667
87% - 89.9%	B+	3.333
83% - 86.9%	B	3.000
80% - 82.9%	B-	2.667
77% - 79.9%	C+	2.333
73% - 76.9%	C	2.000
70% - 72.9%	C-	1.667
67% - 69.9%	D+	1.333
63% - 66.9%	D	1.000
60% - 62.9%	D-	0.667
59.9% or Under	U	0.000
Pass / Fail - P / U	*	*

* Not counted towards the GPA calculation.

Bachelor of Science in Nursing (Pre-licensure Program)

Students enrolled in the Bachelor of Science in Nursing (Pre-licensure Program) are subject to the standard undergraduate grade scale for all general education courses. All nursing core courses are subject to the below grade scale.

Nursing Core Course Failures

1. Students are required to pass previous courses in a topic sequence prior to moving on to the next in the sequence, e.g. Community Health I must be completed prior to Community Health II; Adult Health I, II, III, and IV must be taken and successfully passed in sequence.
2. Students must successfully complete all clinical courses prior to entering the last term of the Nursing Core.
3. Students must maintain SAP and/or GAS requirements.
4. Students may retake a failed course in the next available session of Nursing Core. Students are permitted to retake a failed course once only for a total of two attempts. If the course is failed twice, students will be dismissed from the program.
5. Students who fail any two attempts of nursing core courses will be dismissed from the program.
6. For Nursing Core courses with a lab/clinical component, students must pass both the theory and lab/clinical components. Failure of either the theory or lab/clinical component will result in a failing grade for both courses.

Lab and Clinical Courses

Students enrolled in the Bachelor of Science in Nursing (Pre-Licensure Program) must pass both the theory and lab/clinical components of all courses. Additionally, all lab, clinical, and seminar courses are subject to the below nursing grade scale. Failure of either the theory or lab/clinical component of any course will result in a failing grade for both courses.

Students enrolled in the Bachelor of Science in Nursing (Pre-licensure Program) are subject to the standard undergraduate grade scale for all general education theory courses. All nursing core courses and labs are subject to the below grade scale.

Numeric Grade Percentage	Letter Grade	GPA Value
94% - 100%	A	4.000
90% - 93.9%	A-	3.667
87% - 89.9%	B+	3.333
83% - 86.9%	B	3.000
80% - 82.9%	B-	2.667
75% - 79.9%	C+	2.333
74.9% or Under	U	0.000
Pass / Fail - P / U	*	*

Graduate

Numeric Grade Percentage	Letter Grade	GPA Value
94% - 100%	A	4.000
90% - 93.9%	A-	3.667
87% - 89.9%	B+	3.333
83% - 86.9%	B	3.000
80% - 82.9%	B-	2.667
77% - 79.9%	C+	2.333
73% - 76.9%	C	2.000
70% - 72.9%	C-	1.667
69.9% or Under	U	0.000
Pass / Fail - P / U	*	*

* Not counted towards the GPA calculation.

Withdrawal Grading

Aspen University classifies a withdrawal differently based on the circumstances of the withdrawal.

“W” (Student Initiated Withdrawal)

A grade of “W” is awarded when a student withdraws from a course after the first 7 days, but before Day 49 for a 10 week course or before Day 39 for an 8 week course (70% of the course length). The “W” is not factored into the student’s GPA calculation, but counts against their Course Completion Rate as

attempted credits. In this circumstance, the effective date is the date that the student notified Aspen University of their intent to withdraw from their course.

“WA” (Administrative Withdrawal)

A grade of “WA” is awarded when a student does not meet the academic participation requirements for the course. The “WA” is not factored into the student’s GPA calculation, but counts against their Course Completion Rate as attempted credits. In this circumstance, the effective date is the date Aspen University administratively withdrew the student from their course.

GPA Calculation

A student’s GPA is calculated by multiplying the course’s credit hours by the Letter Grade GPA value, which produces a weighted Grade Value for each course. The weighted Grade Value of each course is totaled and then divided by the sum of all course credit hours. “W”, “WA”, or “P” grades are not factored into the GPA calculation.

- All masters and doctoral degree seeking students must successfully complete their program requirements and earn an overall GPA of 3.0 in order to graduate.
- All associate and bachelor’s degree seeking students must successfully complete their program requirements and earn an overall GPA of 2.0 in order to graduate.

Proctored Examinations

Proctored Exams are designed to test a student’s overall knowledge of the program’s learning objectives and are administered at predetermined points during a student’s program. The number of Proctored Exams and their location in the curriculum is determined on a program level.

Students enrolled in the Bachelor of Science in Nursing (Pre-licensure Program) are subject to program specific exam requirements and should contact their Academic Advisor for more information about their program exams.

Exams are graded as either “Successful” or “Unsuccessful” and will not impact the student’s cumulative GPA. Students who are awarded an “Unsuccessful” grade for a Proctored Exam may retake the exam one additional time. Students may appeal for additional attempts at their exams if necessary.

Students will be prompted to register for their Proctored Exam on their Student Portal. Additionally, the Aspen University Testing Office (a branch of the Office of the Registrar) will notify students when they are eligible to take their Proctored Exam. Once a student is eligible for their Proctored Exam, they may register for the exam through their Student Portal. Within one business day of registering and paying for the exam, students will be provided with comprehensive instructions on how to setup and complete their Proctored Exam. This email will come from the Aspen University

Testing Office. If you have registered for your exam and did not receive this email within one business day, please contact the Testing Office at testing@aspen.edu.

Students may register for up to two courses after they become eligible for their exam. Students will be able to register for additional courses once they have successfully completed the exam. Financial Aid students who register for all courses within an academic year should contact the Testing Office for information on their specific exam completion deadline.

Taking a Proctored Exam

Students must go to a pre-approved proctoring site and present valid photo and secondary identification. Students are responsible for paying any administrative costs of the examination, which are solely determined by the student’s chosen proctoring site. All Proctored Exams are given open-book; no other internet resources or notes may be used during the exam. Students are strongly encouraged to type their exam answers using word processing software, though handwritten exams may be accepted if they are done legibly and with a dark colored ink.

Each exam is graded by a designated faculty member on four elements:

- Content/Application of Theory & Concepts
- Critical Thinking and Analysis
- Organization and Style
- Support

A passing grade for the Proctored Exam is a 70% for undergraduate degree programs and an 80% for graduate and doctoral degree programs. The format and time restraints of the Proctored Exam may differ depending upon the student’s program or school. General details about each exam may be found at the bottom of this page. Please direct all questions regarding Proctored Exams to the Aspen University Testing Office at testing@aspen.edu.

Proctored Exams at Aspen University are timed exams that must be taken outside the home at a pre-approved proctoring site. Aspen University is committed to our mission of providing all college students the opportunity to achieve their educational goals. If you feel that you could benefit from testing accommodations, please contact Aspen University’s Disability Services by emailing disabilityservices@aspen.edu. Students with approved accommodations will be given a Student Accommodations form that must be provided to the Aspen University Testing Office before the student’s Proctor Identification Form is received. It is the responsibility of the student, not the Disability Services Office, to provide this form to the Testing Office. Failure to comply with this rule will not hold the Testing Office to the accommodations. Please note that a student cannot retroactively request accommodations for any past courses/proctored exams.

Frequently Asked Questions

I just registered for my exam. What is my next step?

After registering for your exam, you will be prompted to pay the Proctored Exam fee through your student portal. Your registration will not be complete until the Proctored Exam fee is paid. Within one business day of registering for your exam, you will receive instructions regarding choosing your proctor/proctoring site. That same email will also include a Proctor Identification Form that your chosen proctor will need to submit to testing@aspen.edu before you schedule your exam.

Who is an acceptable proctor?

Your proctor may not be a friend, relative, neighbor, manager, or direct supervisor (exceptions are made for police or military students using a higher ranking police/military member as your proctor). Some suggestions for exam proctors include: National College Testing Association testing centers (<http://www.ncta-testing.org/interactive-map>), local libraries, local universities/community colleges, religious officials, local school principals/instructors/guidance counselors, local government officials, etc. You may use someone at your job if necessary, but that person cannot be your direct manager or supervisor or any other coworker with a vested interest in helping you passing your exam (exceptions are made for police or military students using a higher ranking police/military member as your proctor).

How long does it take to process my Proctor Identification Form and have my test sent?

Once the Proctor Identification Form is received from the proctor and processed by the Testing Office, your exam will be sent to your proctor along with instructions on how to administer the exam. This process may take up to 3-5 business days from the time the form is received.

Will I be notified once my test has been sent to my proctor?

Yes. You will receive a confirmation email from the Testing Office once your test has been sent to your proctor. You will have 30 days from that date to complete your exam.

Who is responsible for scheduling my exam?

It is the student's responsibility to schedule their exam within the 30 day time frame. It is also the responsibility of the student to pay any administrative costs required by their chosen proctoring site.

Are the exams open-book?

Yes. All of Aspen University's Proctored Exams are open-book. If your textbooks are not available to you, it is highly suggested that you rent or borrow them for your exam. eBook textbooks are permitted during the exam. You may access the internet if

necessary to retrieve your eBook textbooks, but you are not to access the internet for any other reason during the exam. You may not use any notes or other internet resources during your exam.

How long is my exam?

You will receive a copy of the exam instructions, including the time frame for your exam, when your exam is sent to your proctor. If you have further questions regarding the specifics of your exam, please see below or contact testing@aspen.edu.

What classes will my exam cover?

The number of exams a student must take and the courses covered during the exam vary based on program and the individual student. Please contact testing@aspen.edu for more detailed information regarding your individual test.

Is there a minimum word count/minimum amount of sources I must use during my exam?

No. While there is no required word count for your essays, students who have successfully passed their exams tend to average at least 500-750 words per essay at the undergraduate level and 750-1,000 words per essay at the graduate/doctoral level. Please make sure that you are answering each question fully and to the best of your ability. The content of your exams should be based on the appropriate writing level for your program. In each essay you are required to use appropriate citations and references for the evidence you provide and to substantiate your scholarly comments. These references should be done in APA formatting.

Am I required to cite sources during my exam?

Yes. You will be required to cite from your textbooks during your exam to support your arguments, just like you would a paper in one of your classes. You will not be asked to cite from any other additional materials that are not provided with your exam. The entire examination, including your citations, should be written in APA format.

Who submits my completed exam and how is it submitted?

Your proctor must submit your completed exam and Identification Verification form. No exams will be accepted if submitted by the student or other party. Your proctor may submit your completed exam and verification form as an email attachment to testing@aspen.edu or as a fax to 303-200-7428, **Attention:** Testing Office.

Will I receive confirmation once my completed exam has been submitted?

Yes. Once your completed exam has been processed and sent off for grading, you will receive an email confirmation from the Testing Office. It may take up to 3-5 business days to process your exam and send it to an instructor for grading.

How long will it take to grade my exam?

It may take up to 7 business days from the date of your confirmation email for your exam grade to post. You will receive an email from the Testing Office once your grade has posted.

What happens if I don't pass my exam?

If you do not pass your Proctored Exam, you will be given one additional chance to complete the exam successfully. You will be provided with grader feedback from your first exam to help you better prepare for your second attempt. You may appeal for additional attempts beyond your second attempt at the exam if necessary. Please note that each exam attempt will require you to pay an additional Proctored Exam fee.

Contact Us

If you have any questions about the Proctored Exam process, please direct them to the Aspen University Testing Office by email at testing@aspen.edu or by phone at 800-373-7814, Option 5.

The Aspen University Testing Office is open from 8:00am-5:00pm (Mountain Time), Monday through Friday.

Proctored Exam Formats by Program

The format and time limit for each of Aspen University's Proctored Exams varies by program. Please view your program below for general exam information. Contact testing@aspen.edu if you have additional questions regarding your exam format.

School of Professional Studies

Bachelor of Arts in Psychology and Addiction Counseling

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Bachelor of Science in Health Care Administration

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Bachelor of Science in Criminal Justice

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Master of Science in Criminal Justice

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Master of Arts in Psychology and Addiction Counseling

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

School of Nursing

Bachelor of Science in Nursing (Pre-licensure)

Students enrolled in the Bachelor of Science in Nursing (Pre-licensure Program) are subject to program specific exam requirements and should contact their Academic Advisor for more information about their program exams.

Bachelor of Science in Nursing (Completion Program)

Format: Multiple choice exam

Time Limit: 2 hours

Description: The multiple choice exam is a standardized, comprehensive exam that covers the student's entire program; students will be given 60 multiple choice questions to answer.

RN-MSN Bridge Exam

Format: Multiple choice exam

Time Limit: 2 hours

Description: The multiple choice exam is a standardized, comprehensive exam that covers the student's entire program thus far, regardless of transfer/portfolio credit; students will be given 60 multiple choice questions to answer.

Master of Science in Nursing

Format: Open-book, essay exam

Time Limit: 8 hours

Description: Students will be given two essay questions to answer (questions vary based on student's chosen specialization). This exam is a standardized, comprehensive exam that covers the student's entire program, regardless of transfer/portfolio credit.

Doctor of Nursing Practice

Format: Open-book, essay exam

Time Limit: 8 hours

Description: Students will be given four essay questions to answer based on the AACN - DNP essentials. This exam is a standardized, comprehensive exam that covers the student's entire program, regardless of transfer credit.

School of Education

Associate of Applied Science in Early Childhood Education

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Bachelor of Science in Early Childhood Education

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Master in Education

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions (questions vary based on student's chosen specialization) and must choose three to answer. This exam is a standardized, comprehensive exam that covers the student's entire program, regardless of transfer/portfolio credit.

Doctor of Education in Leadership and Learning

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions (questions vary based on student's chosen specialization) and must choose three to answer. This exam is a standardized, comprehensive exam that covers the student's entire program, regardless of transfer/portfolio credit.

School of Management

Bachelor of Science in Business Administration

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Master in Business Administration

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions (questions vary based on student's chosen specialization) and must choose three to answer. This exam is a standardized, comprehensive exam that covers the student's entire program, regardless of transfer/portfolio credit.

School of Information Technology

Master of Science in Information Management

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Master of Science in Information Systems

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Master of Science in Information Technology

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Master of Science in Technology and Innovation

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Doctorate of Science in Computer Science

Format: Open-book, essay exam

Time Limit: 4 hours

Description: Students will be given a list of essay questions based on the courses in their program. Students will choose three of those questions to answer.

Academic Integrity Policy

The Academic Integrity Policy is built upon the concepts of honesty, truth, fairness, respect, and responsibility. These concepts in the context of academic integrity are well presented in The Fundamental Values of Academic Integrity published through The International Center for Academic Integrity (ICAI) at Clemson University. The following is an excerpt from The Fundamental Values of Academic Integrity, which serves as the basis for all academic policy considerations at Aspen University.

An academic community of integrity:

- Advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service,

- Fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential,
- Establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators,
- Recognizes the critical significance of honor and respect for a wide range of opinions and ideas in the participatory nature of the learning process, and
- Upholds personal responsibility and accountability that depends upon action in the face of wrongdoing.

Personal Honesty

An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service. Honesty is the foundation of teaching, learning, research, and service and the prerequisite for full realization of trust, fairness, respect, and responsibility. Academic policies uniformly deplore cheating, lying, fraud, theft, plagiarism and other dishonest behaviors that jeopardize the rights and welfare of the community and diminish the worth of academic degrees. Honesty begins with oneself and extends to others. In the quest for knowledge, students and faculty alike must be honest with themselves and with each other, whether in the classroom, laboratory, or library, or on the playing field. Cultivating honesty lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.

Mutual Trust

People respond to consistent honesty with trust. Trust is also promoted by faculty who set clear guidelines for assignments and for evaluating student work; by students who prepare work that is honest and thoughtful; and by schools that set clear and consistent academic standards and that support honest and impartial research. Only with trust can we believe in the research of others and move forward with new work. Only with trust can we collaborate with individuals, sharing information and ideas without fear that work will be stolen, careers stunted, or reputations diminished. Only with trust can academic communities believe in the social value and meaning of an institution's scholarship and degrees.

Fairness

Fair and accurate evaluation is essential in the educational process. The important components of fairness are predictability, clear expectations, and a consistent and just response to dishonesty. Faculty members, students and administration all have the right to expect fair treatment from one another and their colleagues. All academic constituencies have a role in ensuring fairness. A lapse by one member of the community does not excuse misconduct by another.

Honor and Respect

To be most rewarding, teaching and learning demand active engagement and mutual respect. Students and faculty must respect themselves and each other as individuals, not just as a means to an end. They must also respect themselves and each other for extending their boundaries of knowledge, testing new skills, building upon success, and learning from failure. Respect through attendance, attention, listening to multiple viewpoints being prepared, contributing to discussions, meeting deadlines, performing to the best of one's ability, taking others' ideas seriously, providing full and honest feedback, valuing aspirations and goals, recognizing each other as individuals and acknowledging intellectual contributions through proper recognition. The interdependence of the values that constitute academic integrity becomes apparent. Honor and respect involves fair and honest treatment. All of which is critical for a community of trust.

Responsibility and Accountability

Every member of an academic community – each student, faculty member, and administrator – is responsible for upholding the integrity of the community. Shared responsibility and accountability distributes the power to effect change, helps overcome apathy, and stimulates personal investment in upholding academic integrity standards. Being responsible means taking action against wrongdoing, despite peer pressure, fear, loyalty, or compassion. At a minimum, individuals must take responsibility for their own honesty and must discourage and seek to prevent misconduct by others. Whatever the circumstances, members of an academic community must not tolerate or ignore dishonesty on the part of others.

Aspen University is committed to fostering a spirit of honesty and integrity. All members of the Aspen University community including students, prospective students, instructors, staff, and the administration are responsible for following Aspen University's Academic Integrity Policy. A violation of the policy is deemed to be academic misconduct will not be tolerated even if the act of academic misconduct remains undiscovered until after credits have been awarded or a degree has been conferred. In all cases of academic misconduct, the violating party will be subject to sanctions based on available information, including, but not restricted to, admission credentials, coursework, research, theses, dissertations, or other work products. Sanctions may be imposed up to and including; dismissal from the University, or revocation of credit or degree.

Distance learning programs require a higher level of self-monitoring with regard to academic integrity. Aspen University depends on the accuracy and the integrity of all records submitted by students or prospective students. All work submitted by a student must represent original work produced by that student for that course. All sources used in a work must be documented through acceptable references and citations and the extent to which the sources have been used must be apparent to the reader. False information on an application, an act to intentionally

mislead or misinform a member of the Aspen University community, or submission of work that is written or produced by another as his or her own are considered cause for dismissal from the University.

Continuous Enrollment Policy

Students are required to maintain Continuous Enrollment throughout their degree program. Students are considered Continuously Enrolled while they are currently enrolled in a course and up to 30-days after a course is completed. During that time period the student's status is considered Active. After the 30-day period, should a student not commence with academic participation in their next course, the student will have their status changed to Inactive. In the event the student does not enroll in their next course within 180 days and is not on an approved Leave of Absence, the student will be Administratively Withdrawn from the university. Students who are Administratively Withdrawn must reapply for admission.

Continuous Enrollment for Federal Student Aid

A student receiving Federal Student Aid must make progress through a program at a rate that ensures the student will not be administratively withdrawn due to violating Aspen University's Continuous Enrollment policy. Students who fail to maintain Continuous Enrollment as defined above, may lose their eligibility for Federal Student Aid and may have reduced access to funds.

For students receiving Title IV funding, the maximum time of non-attendance is 30 consecutive days. Unless there is an Approved Leave of Absence on file, students who do not commence with academic participation in their next course for more than 30 consecutive days will be considered Withdrawn, for Title IV purposes only, and will be reported as such to NSLDS in accordance with Federal Regulation. The student's future aid disbursements will be removed, and upon returning to Aspen University the student must reapply for financial aid funding. If at any point a student is not enrolled, Federal Student Aid is subjected to repayment.

Course Withdrawal Policy

Students may request to withdraw from a course at any point before Day 39 (70% of the course length), but not after. If a student wants to withdraw from a course, they may do so by completing the Course Withdrawal form in the Student Portal or by contacting their Academic Advisor.

Students enrolled in the Bachelor of Science in Nursing (Pre-licensure Program) should contact their Academic Advisor directly for more information on how to submit a course withdraw request.

Withdrawal Grading

Aspen University classifies withdrawals differently based on the circumstances of the withdrawal.

“W” (Student Initiated Withdrawal)

A grade of “W” is awarded when a student withdraws from a course after the first 7 days, but before Day 39 of a course (70% of the course length). The “W” is not factored into the student's GPA calculation, but counts against their Course Completion Rate as attempted credits. In this circumstance, the effective date is the date that the student notified Aspen University of their intent to withdraw from their course.

“WA” (Administrative Withdrawal)

A grade of “WA” is awarded when a student does not meet the academic participation requirements for the course. The “WA” is not factored into the student's GPA calculation, but counts against their Course Completion Rate as attempted credits. In this circumstance, the effective date is the date Aspen University administratively withdrew the student from their course.

In either case the student may be entitled to a refund of tuition and/or course fees in accordance with the Aspen University Refund Policy. If a student withdraws from their course prior to Day 8, they will receive no academic penalty and a full refund of tuition and fees paid for the course. Students that withdraw from a course after Day 8 of that course are entitled to a partial refund of the course tuition. Withdrawing from a course will impact the student's Satisfactory Academic Progress. Before withdrawing from a course, please review the Satisfactory Academic Progress Policy. Students that are receiving Federal Student Aid should contact the Office of Financial Aid prior to withdrawing from a course.

Course Retake Policy

Students may retake a course if they received a “U” in the course or if they passed the course and would like to try to improve their grade. Students who want to retake a course that they have successfully completed should contact their Academic Advisor, prior to enrolling. When a previously failed course is retaken, the “U” grade is updated to an “R”. “R” grades count as course attempts and are factored into the calculation of course completion ratio for Financial Aid Satisfactory Academic Progress.

For example, if on the first attempt of a course the student was awarded a “U”. When the student retakes the course and earns a passing grade, the “U” from the first attempt will be changed to a “R”, representing that the student has retaken the course. The “U” will no longer be factored into the student's GPA. This example does not address Course Completion Rate. It calculates only GPA which is the qualitative standard.

Students that retake an elective course after earning a “U” may take another elective course in its place, however the “U” will continue to be calculated in the student’s GPA. In this circumstance, the student will remain eligible to graduate from their degree program as long as they are meeting the requirements of Good Academic Standing.

Financial Aid Repeated Coursework Policy

The Department of Education requires Institutions to follow new regulations which impact students who repeat courses. These repeat courses may impact financial aid eligibility and awards for Federal Title IV financial aid. In order for a repeated course to count toward financial aid enrollment status for financial aid purposes, students may only repeat a previously passed course once (a total of two attempts). If a student enrolls in a previously repeated course for a third time, this course will not count towards the enrollment for financial aid purposes. This rule applies whether or not the student received aid for earlier enrollments in the course.

- A student may receive aid when repeating a course for the first time.
- A student may receive aid when repeating a course that was previously failed or withdrawn from regardless of the number of times the course was attempted and failed (Satisfactory Academic Progress Policy still applies).
- A student may receive aid to repeat a previously passed course one additional time. If a student fails the second attempt no more financial aid will be given to repeat the course a third time. If the second attempt is a withdrawal then it is allowable for a third attempt.
- Once a student has completed any course twice with a grade; they are no longer eligible to receive aid for that course. If a student retakes a course that is not aid eligible, the credit hours will be excluded from the financial aid enrollment for that semester.

Examples

When counting credits to determine aid eligibility for that term, repeated classes will be excluded from the financial aid eligibility. The impact may:

- Reduced Pell Grant if the eligible credits cause a decrease in enrollment status.
- Subsidized or Unsubsidized loans cannot be awarded if the financial aid eligible credits are less than 6 credits for undergraduate students and less than 3 for graduate students.
- A different payment method may be assigned (i.e. cash) for a course deemed ineligible for aid.

This rule is a Federal Regulation. Once a repeated class can no longer be counted within a student’s enrollment for federal financial aid purposes, it is not subject to appeal and cannot be overridden by Aspen University regardless of the circumstances.

Administrative Withdrawal & Dismissal

Administrative Withdrawal

A student may be Administratively Withdrawn as a consequence of violating Aspen University’s Continuous Enrollment policy. Students who are Administratively Withdrawn from the university must go through the re-admission process in order to resume their studies. If the student is readmitted, he/she will be subject to the program requirements, tuition, and fees in effect at the time of readmission.

Dismissal

A student may be dismissed from Aspen University due to violations of University policy at any time, without a prior warning or notice. The University may consider Dismissal in cases of;

- failure to comply with the University’s Good Academic Standing policy,
- unethical or illegal conduct,
- academic dishonesty,
- submitting false or misleading information,
- violating the Code of Conduct, or Academic Integrity Policy

Students enrolled in the Bachelor of Science in Nursing (Pre-licensure Program) will be dismissed from the program if they fail any two attempts of nursing core courses.

Readmission Policy

Student Readmission

Any student who has been withdrawn from the University is required to complete an application for readmission and meet the University’s admission requirements. Students must meet current admission policies at the time of readmission. Readmission is not guaranteed; pending review, students may be subject to additional stipulations. Additional documentation may be required due to changes in admissions policies or procedures. Readmission is necessary for any student who wants to resume degree candidacy after any of the following situations:

- Student initiated withdrawal from the University
- Failure to follow the University’s Continuous Enrollment Policy
- Failure to commence a course within 180 days of acceptance into the University
- Dismissal due to failure to meet Good Academic Standing

Students may reapply for admission into their previous program, or a substantially equivalent program if the previous program is no longer available. If a student is readmitted, they will be subject to the program requirements, tuition, and fees in effect

at the time of readmission. Students dismissed due to failure to meet Good Academic Standing will be required to appeal prior to readmission. Students should contact their Academic Advisor for more information regarding the Good Academic Standing appeal process.

Readmission

To be readmitted to Aspen University and be permitted to re-enroll, a student must complete an application at www.aspen.edu. Once the application is completed, the student will be contacted by an Enrollment Advisor, who will assist the student with the readmissions process.

Admission Requirements

Undergraduate Degree Programs

Associates Degree Programs

- Completed application
- High School Diploma, GED or equivalent.
 - » Waived if the student has completed at least 15 credits of college level coursework from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent.
- Official Transcripts for all previous college credit earned
- Minimum cumulative GPA of 2.00 for all previous high school or college education

Bachelor's Degree Programs

- Completed application
- High School Diploma, GED or equivalent.
 - » Waived if the student has completed at least 15 credits of college level coursework from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent.
- Official Transcripts for all previous college credit earned
- Minimum cumulative GPA of 2.00 for all previous high school or college education

Program Specific Requirements

BSN (Pre-licensure Program)

- Completed Application
- High School Transcripts: An official transcript demonstrating a completed high school diploma, GED, or its equivalent. Waived if the student has completed at least 15 credits of college level coursework at an institution that is accredited by a CHEA-recognized accrediting body or an international equivalent
- Official Transcripts for all previous college credit earned
- Behavior and Abilities Form: Submission of the signed Nursing Essential Abilities and Behaviors Form
- Minimum GPA: a minimum cumulative GPA of 2.00 is required for all previous high school or college credit

Competitive Evaluation Process for the Nursing Core:

Aspen uses a competitive evaluation process to assess student readiness for the Nursing Core. The Nursing Core begins during the session in which students would enroll in SEM101, N110, HCA105, and HCA105L. Students are not guaranteed entry to the Nursing Core. Entry to the Nursing Core additionally requires:

- Minimum GPA: a minimum cumulative GPA of 2.75 is required for all Pre-Professional Nursing Coursework.
- HESI A2: Minimum required scores for English Composite-80; Math-80; A&P-75. Students who have previously completed the HESI A2 may submit score reports. Scores cannot be older than 12 months prior to the start date of the Nursing Core component of the program
- Criminal Background Check: Submission of a passed criminal background check
- Fingerprint Clearance Card: Submission of a fingerprint clearance card

RN to BSN (Completion Program)

- Associate Degree in Nursing (i.e. ADN or ASN) or diploma in nursing.
 - » Minimum cumulative GPA of 2.75
 - › Pending review and approval from the Nursing Admissions Committee, students may be admitted to the university on a provisional basis if their GPA falls below the minimum requirement.
- Current, unrestricted licensure as a registered nurse in the United States, a US territory, or Canada. Registered nurses licensed outside of these areas are not eligible.
- A minimum of one year of nursing experience as a RN completed within the past five years.

Completion Programs (Business, Education and Criminal Justice)

- Completion of an associate's degree or 60 college credits from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent.

Graduate Degree Programs

Master's Degree Programs

- Completed application
- A Bachelor's degree Official Transcript from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent.

Program Specific Requirements

RN to MSN Bridge Program

- Associate Degree in Nursing (ADN or ASN) or diploma in nursing
 - » Minimum cumulative GPA of 3.0
 - › Pending review and approval from the Nursing Admissions Committee, students may be admitted to the university on a provisional basis if their GPA falls below the minimum requirement.

- Current, unrestricted licensure as a registered nurse in the United States, a US territory, or Canada. Registered nurses licensed outside of these areas are not eligible.
- A minimum of one year of nursing experience completed within the past five years.

Master of Science in Nursing

- Bachelor of Science in Nursing (BSN)
 - » Minimum cumulative GPA of 3.0
 - › Pending review and approval from the Nursing Admissions Committee, students may be admitted to the university on a provisional basis if their GPA falls below the minimum requirement.
- Current, unrestricted licensure as a registered nurse in the United States, a US territory, or Canada. Registered nurses licensed outside of these areas are not eligible.
- A minimum of one year of nursing experience completed within the past five years.

Master of Business Administration with a Specialization in Finance

Applicants must demonstrate the following:

- 2 years of professional experience in finance/accounting and
- Either successful completion of an undergraduate program majoring or with a minor in finance or accounting at an accredited university or
- Successful completion of two graduate level finance classes at an accredited university.

Master of Science in Information Systems (Web Development and Application Development)

Applicants must demonstrate one of the following:

- Successful completion of two undergraduate level information systems courses.
- Successful completion of an undergraduate information systems program at an appropriately accredited university.

Doctoral Degree Programs

- Completed application
- Master's degree Official Transcript from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent.
- Minimum cumulative GPA of 3.0

Program Specific Requirements

Doctor of Science in Computer Science and Doctor of Education in Leadership and Learning

- Statement of Goals
- Resume or curriculum vitae

Doctor of Nursing Practice

- Current, unrestricted licensure as a registered nurse in the United States, a US territory, or Canada. Registered nurses licensed outside of these areas are not eligible.
- Master of Science in Nursing (MSN), or a relevant discipline
 - » Minimum cumulative GPA of 3.0
 - › Pending review and approval from the Nursing Admissions Committee, students may be admitted to the university on a provisional basis if their GPA falls below the minimum requirement.

Continuing Education Students

Students can enroll in Aspen University as a continuing education (non-degree seeking) student. These students may register for any Aspen University courses without committing to a specific program. Registration in capstone/practicum courses, nursing courses, or doctoral level courses would require permission from a dean prior to registration.

Official Transcripts

Official Transcripts from previous institutions are required and must be sent directly from a student's previous institution via mail or through secure electronic service to the Office of the Registrar. Hardcopy transcripts that are not issued from the originating institution in a sealed envelope or electronic transcripts received in a format other than a secure electronic service will be considered unofficial. Aspen University does not accept official transcripts via email attachment or fax. If a student's previous institution is no longer in operation, the student may provide Official Transcripts from the appropriate representing institution.

Conditions of Admission

No Prior College Credit

Students enrolling in an associate's or bachelor's degree program in the School of Education, School of Professional Studies or School of Business and Technology who have not previously earned college credit from an accredited institution will be Conditionally Accepted pending successful completion of Introduction to Communications. Upon successful completion of Introduction to Communications, students will be unconditionally accepted.

Provisional Acceptance

Students applying to the Bachelor of Science in Nursing (Completion Program) or Master of Science in Nursing programs may be admitted on a provisional basis if their prior GPA does not meet minimum requirements. To be considered for provisional acceptance, students may be required to submit additional documentation, which will be reviewed by the Nursing Admissions Committee.

Petitions for Exception

Students who do not meet the minimum admissions requirements for their program may be able to submit additional documentation to petition for an exception to admissions policies. Students wishing to pursue this option should contact their Enrollment Advisor for more information regarding the process for their specific program.

Notification of Admission

Students accepted into Aspen University are notified of their acceptance by the Office of the Registrar. Students admitted into the University receive an acceptance letter via email. Applicants who are denied admission are notified in writing via email.

Additional Documentation

Aspen University reserves the right to request additional information from any applicant in order to make admissions decisions.

International Students

International Degree Evaluation Process

Applicants seeking admission or transfer credits for credits earned at institutions outside the United States must have their transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc. (NACES) member organization or by an Association of International Credential Evaluators, Inc. (AICE) member organization. Aspen University will also accept transcript evaluations from AACRAO and evaluations of nursing education from CGFNS. Applicants may be assessed a fee by the certifying organization and must request the report be sent directly to Aspen University. In order to be accepted for admissions or transfer credit purposes, the official international evaluation must state that the applicant's prior educational experience is equivalent to a degree earned at an accredited university in the United States. Applicants should contact their Enrollment Advisor for further information regarding the international transcript evaluation requirement.

English Proficiency

Applicants whose native language is not English must demonstrate English proficiency by meeting one of the below criteria. Official score reports are required for any English proficiency exams.

1. An official transcript from an appropriately accredited institution in the United States or a US territory at which the student has an earned degree.
2. An official international transcript evaluation from an approved agency which states that the principle language of instruction was English and that a degree was earned.

3. A signed letter from the applicant's previous university that states that the principle language of instruction was English. Student must have an earned degree from the university.
4. Receive a minimum score on the Test of English as a Foreign Language (TOEFL)

Paper Based Test - Minimum Required Score

- Undergraduate Applicants: 500
- Graduate Applications: 530
- Doctoral Applicants: 550

Internet Based Test - Minimum Required Score

- Undergraduate Applicants: 61
 - Graduate Applications: 71
 - Doctoral Applicants: 80
5. Receive a minimum score on the International English Language Test (IELTS)
 - Undergraduate Applicants: 6.0
 - Graduate Applicants: 6.5
 - Doctoral Applicants: 6.5
 6. Receive a minimum score on the Pearson Test of English Academic Score Report
 - Undergraduate Applicants: 44
 - Graduate Applicants: 50
 - Doctoral Applicants: 58
 7. Receive a minimum score on the College Board Accuplacer ESL Exam Series
 - ESL Language USE: 85
 - ESL Listening: 80
 - ESL Reading: 85
 - ESL Sentence Meaning: 90
 - ESL Writeplacer: 4
 - Comprehensive Score for all exams: 350
 8. A minimum grade of Pre-1 on the Eiken English Proficiency Exam
 9. Official Transcript, or official international evaluation for credits earned outside of the US or a US territory, which demonstrates completion of at least 30 semester credits from an appropriately accredited university where the language of instruction was English
 - Undergraduate Applicants: Average minimum grade of a "C"
 - Graduate/Doctoral Applicants: Average minimum grade of a "B"

Applicants who are unable to provide documentation proving English proficiency as outlined in the policy above may be considered for admission based on completion of an English Composition course. Applicants who are approved for this option will be admitted as a nondegree seeking student and must complete CMP160 with a grade of "C" or higher or must provide official proof of completion of an approved English Composition course or exam completed within the last 2 years.

Student Status

Academic Year Definition

An academic year consists of two 16-week terms with a minimum of 32 weeks instructional time and 24 credit hours for undergraduate students; and a minimum of 32 weeks instructional time and 12 credit hours for graduate students.

Enrollment Status

Student	Full Time	3/4 Time	Half Time	Less than Half Time
Under-graduate	12+ credit hours per term	9-11 credit hours per term	6-8 credit hours per term	<6 credit hours per term
Graduate	6+ credits hours per term	N/A	3-5 credit hours per term	0 credit hours per term*

*Only applies to Non-FA students

Notice for Non-FA Students: To maintain at least a half-time enrollment status, an undergraduate student must be enrolled in at least 6 credits within a 16-week time period and a graduate student must be enrolled in at least 3 credits within a 16-week time period.

Student Loan In-School Deferment

To qualify for an in-school deferment, a student must be enrolled at least half-time at an eligible college or career school. To defer previous student loans, a student must be active in their first course and continuously maintain at least a half-time enrollment status at the University. Students on an academic Leave of Absence will be considered Withdrawn for Loan Deferment Purposes.

For student loan deferment purposes, a student must have started activity in their first course and have registered for additional courses within a 16-week time period to meet at least half-time enrollment status requirements (see enrollment status chart above). A student in an Inactive status with the University, as defined in the University's Continuous Enrollment Policy, will be considered less than half-time for student loan deferment purposes.

To have enrollment status reported to their loan provider, a student may obtain an In-School Deferment Form from their loan servicer and complete the borrower sections. The completed form should be submitted to registrar@aspen.edu. The Office of the Registrar will verify enrollment status, complete the School Official section, and send to student or loan servicer (if the loan servicer contact information is provided by the student).

Course Extension Policy

A student may request a two-week extension no later than the end date of the course, if he/she will not be able to successfully complete all course requirements on time. Extensions are reviewed and approved or denied at the instructor's discretion. Extensions may be granted in cases where the student has made acceptable progress in the course, but has encountered an extenuating circumstance that will prohibit successful completion of the course on the scheduled end date. Acceptable progress is defined as "the student actively participating up to the point of the extenuating circumstance (i.e., the student is current with all assignment submissions) and having earned a grade of at least 70% for the work up to that point." Extensions are not justified for lack of participation or failure to submit work on time by the student. Documentation of the extenuating circumstance will be required for every course extension request.

Extensions are limited to a maximum of two-weeks, one extension per course. The course extension form is only available during the last two weeks of the course. The student is responsible for completing the Course Extension Request form in the Student Portal by the course's scheduled end date. The faculty member reserves the right to approve an extension or not, based on the student's effort in the course. Only official extensions are allowed at the University. Unofficial extension requests or approvals that are not requested through the proper form in the Student Portal will not be accepted.

When an extension is granted for an extenuating circumstance, it is the student's responsibility to provide documentation to his/her professor to validate the reason for the extension request. Professors will not ask for specific documents. It is the responsibility of the student to provide documentation that a reasonable person would consider sufficient to explain the reason for the extension request. However, faculty can request follow-up information related to the completeness and validity of documentation for the extenuating circumstance.

Students enrolled in the Bachelor of Science Nursing (Pre-licensure Program) should contact their course faculty to discuss the possibility of a course extension. If the faculty indicates that an extension is appropriate, the student will need to contact his/her Academic Advisor for information on how to officially request a course extension.

Good Academic Standing

Aspen University maintains a Good Academic Standing policy for all degree-seeking students to help monitor the student's progress throughout their degree program. Academic Standing is measured in qualitative terms. The qualitative evaluation is the student's Cumulative Grade Point Average (CGPA). Students who fail to maintain Good Academic Standing may be placed on Academic Observation or Dismissed from the University.

Cumulative GPA (CGPA)

Cumulative GPA is the weighted average of the numerical grade values for each completed course.

GPA Requirements

- Undergraduate students must maintain a CGPA of 2.00 or higher
- Graduate students must maintain a CGPA of 3.00 or higher

Frequency of Good Academic Standing Evaluation

A student's Academic Standing is evaluated initially after 9 attempted credits at Aspen University, then subsequently at the end of each completed course. The Academic Standing evaluation is applied to the student's current degree program regardless of the student's payment method. If a student is determined to be in violation of the Good Academic Standing Policy, the student will be placed on Academic Observation and notified by the Office of the Registrar.

Students will be contacted by the Office of the Registrar and placed on Academic Observation at the end of the completed course in which they fail to meet the Good Academic Standing requirements. Students on Academic Observation are required to meet regularly with their Academic Advisor to evaluate their Good Academic Standing status. A student will have nine additional credit attempts to meet Good Academic Standing requirements. Students are evaluated by the Office of the Registrar at the end of their observation period and removed from Academic Observation if they meet Good Academic Standing requirements.

Students in Aspen's online programs who do not meet Good Academic Standing requirements after the end of their observation period will have 60 days to appeal to remain in their program. Students who do not submit an appeal within this timeframe will be Dismissed from the University. Students wishing to appeal to remain in their program or appeal for re-entry into the University after Dismissal should contact their Academic Advisor. Completed appeals must include an appeal form, letter of appeal, and any supporting documentation. Completed Good Academic Standing Appeals should be submitted to the student's Academic Advisor. Appeals are reviewed by members of the Good Academic Standing Appeals Committee, which includes representatives from the Office of Academics. Students will be notified of a decision by the Office of the Registrar via email within 30 business days of receipt of the appeal.

Students in the Bachelor of Science in Nursing (Pre-Licensure Program) who do not meet Good Academic Standing requirements after the end of their observation period will be removed from their assigned cohort and will need to appeal to be added to a waitlist for a subsequent cohort. These students will be notified by the Office of the Registrar and will be given a timeframe in which to appeal. Students who do not appeal within that timeframe will be dismissed from the university. Students who

fall out of their assigned cohort and are subsequently waitlisted are not guaranteed placement. These students will be reviewed during the competitive cohort ranking process and selection will be dependent on their ranking status within their anticipated cohort group.

Satisfactory Academic Progress

Federal Student Aid Regulations require the University to establish, publish, and apply standards to monitor a student's progress toward the completion of their degree program, known as, Satisfactory Academic Progress (SAP). SAP is evaluated by the Financial Aid Office and is separate from the Good Academic Standing policy.

Federal Student Aid Eligibility

To be eligible for Federal Student Aid, a student must be in Good Academic Standing and meet Satisfactory Academic Progress requirements.

Frequency of SAP Evaluation

A student's Satisfactory Academic Progress is evaluated at the end of the first completed term and then subsequently at the end of each academic year, which equals two completed 16-week terms. The Satisfactory Academic Progress evaluation applies to the student's current degree program.

Qualitative and Quantitative Measure

Satisfactory Academic Progress is measured by both a qualitative and a quantitative standard.

Qualitative

This standard requires the student to meet a minimum cumulative grade point average (CGPA) of a 2.0 for undergraduate students and a 3.0 for graduate students. The CGPA is the weighted average of the numerical grade values for each completed course.

Quantitative

This standard requires the student to successfully complete a minimum of 67% of all credit hours attempted that apply to the student's program of study. Pace of Completion (POC) is the percentage of total credits successfully completed compared to the total credits attempted. The POC standard is the same for both undergraduates and graduate students.

Credits completed include courses where a passing grade was awarded or any Transfer Credits/Portfolio Credits awarded by the Office of the Registrar. Credits attempted include courses where a passing or failing grade was awarded, courses that ended in a

Withdrawal, or any Transfer Credits/Portfolio Credits awarded by the Office of the Registrar. For example, if a student attempted a total of fourteen (14) 3-credit courses, withdrew from two (2) courses and successfully completed 12 courses, the student would have successfully completed 36 credits $[(14-2) \times 3]$ while having attempted 42 credits $[(14 \times 3)]$. The student's Pace of Completion is $36/42 = 85.7\%$.

Maximum Timeframe (Undergraduate Programs Only)

The maximum timeframe for completing a degree program is defined as 150% of the total number of credits in the degree program. The student may not attempt more than 150% of the credits required for graduation from his or her program of study. For example: If a program requires 120 credits to complete, the Maximum Timeframe for that degree program is 180 credits. Periods when a student doesn't receive Title IV aid are counted towards maximum timeframe.

Failing to Meet SAP

Students who fail to meet the required minimum POC or the minimum CGPA at any evaluation point will be considered as not making Satisfactory Academic Progress.

Students who fail to meet the SAP standards at the first term evaluation point will be placed on Financial Aid Warning and will be notified in writing. Students who fail to meet the SAP standards at an annual evaluation point or after a warning term will become ineligible for financial aid and will be notified in writing of their loss of eligibility and their right to appeal.

When it becomes mathematically impossible for the student to complete his or her program within 150% of the program length, the student becomes ineligible for additional Federal Student Aid. Students who become ineligible for Federal Student Aid for maximum timeframe may not appeal.

Financial Aid SAP Statuses

Eligible

A student will remain "Eligible" for Federal Student Aid as long as he or she continues to meet the Satisfactory Academic Progress requirements at each evaluation point.

Financial Aid Warning

A student will be placed on "Financial Aid Warning" if he or she fails to meet the Satisfactory Academic Progress requirements at the first term evaluation point. Warning status is not available for any other evaluation point. A student on Financial Aid Warning will be eligible for one term of Federal Student Aid and will have one term to meet the SAP requirements in order to remain eligible for Federal Student Aid. Students who meet the SAP requirements after the completion of their Financial Aid Warning period will be

reinstated as Eligible for Federal Student Aid. Students who are unable to meet the SAP requirements after the completion of their Financial Aid Warning period will become Ineligible to receive Federal Student Aid for their subsequent term(s).

Ineligible

A student becomes "Ineligible" for Federal Student Aid when he or she fails to meet the minimum SAP standards at any annual evaluation point or at the end of an unsuccessful warning term. The student may continue his or her studies with a different payment method. When the student again meets the minimum SAP requirements, he or she may request a SAP review through the Financial Aid Office and may reapply for Federal Student Aid.

Financial Aid Probation

Students who are ineligible for Federal Student Aid due to failure to meet Satisfactory Academic Progress requirements may appeal this status. If the University approves the appeal, the student will be placed on "Financial Aid Probation." Financial Aid Probation status is applicable for **one term only** and the student is eligible for Federal Student Aid during this probation period.

Probation – Academic Plan

Students who are unable to meet the minimum SAP requirements within the Financial Aid Probation period are placed on "Probation – Academic Plan" status. The academic plan will provide, in writing, the required academic standards that will assist the student in meeting SAP requirements within a particular time period. Students are reviewed against their modified SAP academic plan requirements at the end of each term. It is the full responsibility of the student to adhere to the academic plan they are given.

Students, otherwise eligible for Federal Student Aid, are eligible for Federal Student Aid during the Probation – Academic Plan period. Retaking previously completed coursework may be required to increase the possibility of the student meeting SAP and/or graduation requirements; this may impact Federal Student Aid eligibility. Failure to meet the modified SAP requirements at any evaluation point during the Probation – Academic Plan period, will result in the student becoming ineligible for Federal Student Aid for their subsequent terms.

Appeals Process

A complete appeal must be submitted within 10 days of notification of the failure to meet Satisfactory Academic Progress requirements and loss of Federal Student Aid eligibility. If an appeal is not submitted within that timeframe, the student remains ineligible for Federal Student Aid until SAP requirements are met.

For an appeal to be considered, a student must have extenuating circumstances that caused the academic difficulty. These circumstances include student illness, death in the family, car accident, and other emergency beyond the student's control. The

appeal must include an explanation of these circumstances, when these circumstances occurred, and what has changed to ensure future academic success.

The Director of Financial Aid will notify the student of the Appeal Committee's decision via email within two (2) days following the appeal review. Students with an approved appeal will be placed on Financial Aid Probation and students with a denied appeal will be withdrawn from the University and will be ineligible for any future Federal Student Aid.

If the appeal is approved, the student will have **one term** to meet SAP requirements during which he or she is eligible to receive Federal Student Aid. Meeting SAP requirements at the end of the Financial Aid Probation period will result in re-instatement of the student's eligibility for Federal Student Aid. If the student needs more than one term to meet the minimum SAP standards, the student will be placed on Financial Aid Probation – Academic Plan. Failure to meet the SAP requirements at the end of the Financial Aid Probation term or failure to meet the terms of an academic plan will result in a loss of Federal Financial Aid eligibility.

If the student has extenuating circumstance during the probation term and failed to meet the minimum SAP standards at the end of the probation term, the student may appeal again. If approved, the student will be placed on Financial Aid Probation – Academic Plan status until the student returns to good SAP standing, graduates from the program, or becomes ineligible for Federal Financial Aid for failing to meet the terms of the academic plan.

Transfer, Withdrawal, Repeat, and Incomplete Grade Impact on SAP

Transfer credits have no impact on the CGPA and count as both attempted and completed credits in the POC and maximum timeframe calculations.

The grade W (withdrawal) has no impact on the CGPA calculation. A course with this grade is included as attempted but not completed credit in the POC and maximum timeframe calculations.

Repeat courses are included as credits attempted in the POC and maximum timeframe calculations and are only included as completed credits if the student earns a passing grade. Only the latest grade in a repeated failed course is counted in the CGPA.

Incomplete courses are included as attempted but not completed credits in the POC and maximum timeframe calculations. Incomplete courses do not affect the CGPA until the grade is changed to the earned grade.

Change of Program or Major, Pursuit of Second Degree

The Satisfactory Academic Progress evaluation is applied to the student's current degree program. Any credits already previously taken will be counted towards the new degree program if they are part of that degree program.

Students who pursue multiple majors or decide to change their majors will still be monitored for maximum timeframe limitations in the same manner as all students. In circumstances where length of time is impacted, loss of aid eligibility may result. Students should review their situation to prevent loss of eligibility before the completion of any degree requirements. In adherence with Federal Regulation, once it has been determined a student has met the graduation requirements in a degree program, their aid eligibility will cease.

Students who would like to pursue a second degree should speak with both the Registrar and Financial Aid Office to determine the impact on their Satisfactory Academic Progress and Maximum Timeframe (if applicable).

Regaining Federal Student Aid Eligibility

Students who have become ineligible for Federal Student Aid may have their eligibility reinstated by meeting the minimum SAP standards.

Students may petition to continue as a non-matriculating student improve his or her CGPA and POC. The student may be re-evaluated for reinstatement of their Federal Student Aid at any standard SAP evaluation point.

Academic Progress and Participation Policy

Course Progress

Assessment of student progress in a course is based on the timeliness of the student's recognized participation in academic or academically related activities. If a student fails to demonstrate recognized academic participation within the first 7 consecutive days of a course, they will be administratively withdrawn from the course. If a student fails to demonstrate recognized academic participation for 21 consecutive days, they will be administratively withdrawn from the course.

Academic or Academically Related Activities

Students must participate in academic or academically related activities throughout their class. At Aspen University, academic or academically related activities include:

- Submitting an academic assignment;
- Taking a quiz or exam;
- Completing a required interactive tutorial;
- Attending a required computer-assisted instruction session with a qualified faculty member; and
- Making a quality contribution to an online discussion with qualified instructors and peer students that is directly related to an academic assignment.

Important Note: A student's discussion contribution will be considered a quality contribution if and only if it is related to the content and the contribution is judged to be of sufficient quality by the course instructor. Unless both of these conditions are met, the discussion contribution will not be considered a quality contribution and will not count as participation in an academic or academically related activity.

Recommended Every 7-Day Academic Participation Schedule

The student should maintain the following academic participation schedule to avoid the risk of being Administratively Withdrawn from a class for failure to demonstrate adequate course participation and progress.

8 Week Course Schedule

Before End of Day	Activity
3	Post an initial response to the Discussion Question
7	Submit First Module Discussion and Assignment
14	Submit Second Module Discussion and Assignment
21	Submit Third Module Discussion and Assignment
28	Submit Fourth Module Discussion and Assignment
35	Submit Fifth Module Discussion and Assignment
42	Submit Sixth Module Discussion and Assignment
49	Submit Seventh Module Discussion and Assignment
56	Submit Eighth Module Discussion and Assignment. Final day to submit any additional work.

Important Note: Students are required to post assignments during the Module in which it is due or the assignment may not receive full points.

Leave of Absence Policy

Students may request a Leave of Absence if they require an extended period of time away from their studies. A Leave of Absence is reviewed and approved by the Office of the Registrar. Students may request a Leave of Absence by completing the Leave of Absence form located in the Student Portal. A student cannot begin a Leave of Absence while enrolled in a course. After having a Leave of Absence is approved, the student must enroll in their next course prior to the End Date of their Leave of Absence. Students that do not enroll in their next course prior to their End Date will be Administratively Withdrawn from the University. The maximum allowable time for a Leave of Absence is 180 days from the student's last course end date.

Students enrolled in the Bachelor of Science in Nursing (Pre-licensure Program) should contact their Academic Advisor directly for information on how to submit a Leave of Absence request.

Federal Student Aid Recipients

Aspen University's Leave of Absence (LOA) is an academic leave of absence and does not meet Department of Education leave of absence standards. When an academic LOA is approved, the student must enroll in their next term prior to the end date of their LOA. Students who do not enroll in their next term prior to their end date may be Administratively Withdrawn from the University. In this case, the student's withdrawal date is the date the student last participated academically in a course. This could impact funding per the Return of Title IV policy and may result in a balance owed to the school.

Financial Aid recipients are responsible for meeting with the Office of Financial Aid prior to beginning a Leave of Absence. The Office of Financial Aid will explain how the Leave of Absence may impact the student's loan repayment terms, the student's grace period, and the consequences of failing to return to the program.

Family Educational Rights and Privacy Act

FERPA Annual Notification of Student Rights

The Family Educational Rights and Privacy Act (FERPA) of 1974 was adopted to protect the privacy of a student's educational records, establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading information through informal and formal hearings. Aspen University defines a student, for the purpose of FERPA, as an individual who has begun their first course with Aspen University. These rights and Aspen University's procedures regarding FERPA are detailed below.

Directory Information

Aspen University has designated the following items of a student's record as public information. Such information may be disclosed by Aspen University at its discretion:

- First Name
- Last Name
- Email
- Mailing Address
- Phone Number
- Date of Birth
- Field of Study
- Degree Program
- Degrees Awarded
- Entry Date
- Dates of Attendance (Current and Past)
- Conferral Date
- Previous Institutions Attended
- Academic Honors
- Photographs

Currently enrolled students may withhold disclosure of any of the above named items by completing and submitting a Request to Withhold Directory Information Form to the Office of the Registrar. Students wishing to withhold directory information should be aware that no information can be shared without written consent once a request to withhold form has been submitted. In these cases, the University cannot provide any information to potential employers or other parties without the student's written consent. A withhold request applies to all directory information. A withhold request cannot be applied partially to specific directory information items.

Right to Prior Written Consent

Students have the right to consent to disclosure of personally identifiable information (PII) contained in their educational records. Exceptions under FERPA allow Aspen University to disclose educational records without the student's prior written consent if the disclosure meets certain conditions found in §99.32 of the FERPA regulations. Some of these exceptions include:

- School officials with a legitimate educational interest. School officials include any staff, faculty, or other person employed by the University or a person or company which the University has outsourced functions that otherwise would be performed by its employees.
- Officials at an institution at which the student seeks or intends to enroll. The University will make a reasonable attempt to notify the student of these disclosures prior to forwarding educational records.
- Authorized representatives of the following agencies: U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities. Disclosures under this provision may be made in connection with an audit or evaluation or for the enforcement of or compliance with federal legal requirements.

- Officials associated with financial aid for which the student has applied or received if the information is deemed necessary to determine eligibility, amount of aid and the conditions of aid, or to enforce terms or conditions of the aid.
- Organizations conducting studies on behalf of the university to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- Accrediting organizations to perform accrediting functions.
- Parents of an eligible student if the student is dependent for IRS tax purposes.
- Officials in compliance with a judicial order or lawfully issued subpoena.
- Appropriate officials in connection with a health or safety emergency

Requests for access to educational records that does not include directory information or is not an allowable exception require prior written student consent.

In order to authorize a third party access to their educational records, students must complete and submit a FERPA Release Form to the Office of the Registrar. If at any time a student wishes to revoke the authorization, they may complete the FERPA Revoke Form and submit the completed form to the Office of the Registrar.

Right to Inspect, Review and Amend Educational Record

Students have the right to inspect and review their educational records within 45 days of submitting the request. Students also have the right to request amendment of their educational records if the student believes there is inaccurate or misleading information or that the University is in violation of their privacy rights under FERPA.

In order to request a review of their educational record, students must submit the Request to View Educational Records Form to the Office of the Registrar.

In order to request amendment of their educational record, students must submit the Request to Appeal to Amend Educational Record Form to the Office of the Registrar. Amendment requests must clearly state the portion of the educational record that the student wants changed and the reasons for the change. If the request is denied, the Office of the Registrar will notify the student of their due process rights for a hearing regarding the request.

Right to File a Complaint

Students have the right to file a complaint with the U.S. Department of Education regarding any allegations of failure of the University to comply with the requirements of FERPA. Complaints may be sent to the below address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disability Policy

Aspen University's Disability Services will work to uphold the mission of the University by providing reasonable accommodations to all students with disabilities in order to help them achieve their academic goals. Aspen University complies and adheres to Section 504 of the Rehabilitation Act of 1973, as amended. Aspen University's policy and practice is to provide students with disabilities full and equal use of the services, facilities, and privileges. Aspen University does not discriminate on the basis of disability in its admission, recruitment, academics, research, financial aid, counseling, or employment assistance processes. Furthermore, Aspen University does not screen out, exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student, or an individual enrolled as a student, based on disability. Aspen University promotes an environment of respect and support for individuals with disabilities.

Students are responsible for disclosing disability information and requesting accommodation, in accordance with University requirements. Students who need assistance, even on a temporary basis, are encouraged to utilize the services available through the Office of Disability Services. For more information please contact DisabilityServices@aspen.edu.

Request for Accommodation Based on Documented Disability

If you are requesting accommodation based on a disability, please make your request in writing using the Accommodation Request Form and disclose your disability in accordance with University requirements. Accommodations are authorized by Disability Services staff through an interactive process, which may include a combination of the student's account of disability or its impact, observations of the Disability Services staff member, and supporting documentation provided by the student.

Please understand that accommodations are not retroactive and the determination of reasonable accommodation resides with Disability Services staff.

Aspen University requirements for documentation are based on the Best Practices published by Association on Higher Education and Disability (AHEAD).

Requesting Accommodation

Any student seeking accommodations will need to submit the Accommodation Request Form and subsequent documentation as outlined below to DisabilityServices@aspen.edu.

It is the responsibility of the student to advise Disability Services of the disability impacts they experience in the learning environment and the potential accommodations that may support their learning. Accommodation requests are authorized by Disability Services staff based on the guidelines below for disability documentation.

Prior Accommodation

If the student has received an accommodation from a prior institution, those decisions may be submitted as documentation to validate student's self-reported information.

Information From External or Third Parties

Documentation from external sources may include educational or medical records, reports and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as an Individual Education Program (IEP), Summary Of Performance (SOP), and teacher observations. External documentation will vary in its relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful.

Aspen University Accommodations

After reviewing the student's Accommodation Request form and subsequent documentation, Disability Services staff will determine reasonable accommodations for the student. These reasonable accommodations will be outlined on the Student Accommodations form, which will be given to each student granted accommodations for use in their courses/proctored exams. This form will remain valid for one year. At the end of one year, either a new Accommodation Request form must be provided by the student or a new interview must be conducted between the student and Disability Services staff to assess the student's progress, the appropriateness and effectiveness of the student's accommodations, and to make changes to the accommodations as needed.

It is the responsibility of the student to provide the Student Accommodations form to their instructor within the first week of their course. Failure to comply with this rule will not hold the instructor to the accommodations. A student may request accommodations at any point in their program. However, accommodations will not take effect until the beginning of the student's next course after the accommodations have been granted. A student cannot retroactively request accommodations for any past courses/proctored exams.

Aspen University strives to accommodate the needs of all of our students. If a student requires accommodations, please email: disabilityservices@aspen.edu.

Appeal Policy

Appeals

A student may appeal for special consideration or exemption from University policy and procedure when it can be shown that extraordinary or extenuating circumstances have contributed to

the student's status being inconsistent with University policy. A student wishing to file an appeal must first contact their Academic Advisor for assistance. The appeal must include the appropriate appeal form, an appeal letter detailing the extenuating circumstances and the desired outcome, and supporting documentation. Incomplete appeals will not be considered. Once complete, appeals must be submitted to the student's Academic Advisor. Appeals are reviewed by members of the Appeals Committee, which may include the deans, the provost, members of the Office of Academics, and members of the Office of Finance, depending on the nature of the appeal. Appeal decisions will be communicated by the Office of the Registrar to the student in writing.

Administrative Appeals

Students may appeal for exception from Aspen University policy/financial policy. Students must demonstrate extraordinary or extenuating circumstances that have contributed to failure to comply with Aspen University policy. Appeals will only be considered if legitimate and significant issues prevented the student from abiding by Aspen University policy. Students who wish to file an administrative appeal can contact their academic advisor for the Administrative Appeal form. Decisions will be rendered within 30 business days of receipt of the completed appeal form and documentation.

Academic Appeals

Students may appeal to either dispute an earned grade or to request to submit late work/have late work graded after a course has ended. Students must demonstrate extraordinary or extenuating circumstances that have contributed to their need to dispute an earned grade. Appeals for late work submissions will only be considered if legitimate and significant issues prevented the student from abiding by Aspen University's published course extension policy. Academic appeals must be submitted within two weeks of the final grade posting; appeals submitted later than that date will not be considered. Students who wish to file an academic appeal can contact their academic advisor for the Academic Appeal form. Decisions will be rendered within 10 business days of receipt of the completed appeal form and documentation.

Good Academic Standing Appeals

Students who have been placed on hold for dismissal due to failure to maintain Good Academic Standing at the end of their Academic Observation period may appeal to remain in their program. Students who wish to file a Good Academic Standing appeal can contact their academic advisor for the Good Academic Standing Appeal form. Decisions will be rendered within 30 business days of receipt of the completed appeal form and documentation.

Transfer Credit Appeals

Students who believe that their transfer credit evaluation is inconsistent with published policy may appeal official transfer credit evaluations by submitting a completed Transfer Credit Appeal Form to the Registrar's Office within 20 business days of receiving his/her evaluation. Appeals of official transfer credit evaluations are intended for students who have already had an official transfer credit evaluation completed and have previously provided sufficient supporting documentation (e.g. course description, syllabus, etc). Transfer credit appeals must be submitted within 20 business days of receiving the initial transfer credit evaluation. Students who wish to file a transfer credit appeal can contact their academic advisor for the Transfer Credit Appeal form. Decisions will be rendered within 10 business days of receipt of the completed appeal form and documentation.

Waitlist Appeals

Students in the Bachelor of Science in Nursing (Pre-Licensure) program who have fallen out of their cohort must appeal to be added to a waitlist for a subsequent cohort. Students who fall out of their assigned cohort will be notified by the Office of the Registrar and will be given a timeframe in which to appeal. Students who do not appeal within that timeframe will be administratively withdrawn from the university. Students who wish to file a waitlist appeal can contact their academic advisor for the Waitlist Appeal form. Decisions will be rendered within 10 business days of receipt of the completed appeal form and documentation.

Code of Conduct

Aspen University is committed to fostering a spirit of honesty, integrity and respect. All members of the Aspen University student community and prospective students are responsible for following Aspen University's Code of Conduct Policy. A violation of these policies will be deemed to be misconduct and will not be tolerated even if the violation remains undiscovered until after credits have been awarded or a degree has been conferred. Sanctions may be imposed up to and including; dismissal from the University, or revocation of credits or degrees.

Student Code of Conduct

Aspen University students are members of an academic community founded upon principles of integrity and mutual respect. Students are expected to abide by these principles during their interactions with students, instructors, and Aspen University staff. Disrespectful treatment or derisive comments about the work or opinions of students or instructors will not be tolerated. Communication with students, instructors or Aspen University staff containing bullying, derogatory, discriminatory or threatening statements of any kind will not be tolerated. Falsification of information on an application or any act to intentionally mislead or misinform a member of Aspen University's administration will

be considered a violation the University's conduct policy. Any student reported for violating the conduct policy will be subject to a formal review process. If the student is found responsible for the violation, they may be dismissed from the University. Regardless of the outcome, if the student is found to have violated University policy, it will be reflected on his/her academic record.

The following is a non-exhaustive list of actions that are considered student conduct violations, for which students are subjected to disciplinary action up to and including expulsion from the University:

- Falsification, forgery, alteration, or invention of information, including, but not limited to, any document used for admission or eligibility to the University, or other official University documents
- Communicating or behaving in any form that disrupts or interferes with the educational process or any institutional function
- Behaving in any manner that creates a disruption, or a hostile or offensive educational environment for a student, faculty member, or staff member
- Communication or behavior towards a student, faculty, or staff member that is inappropriate or offensive in nature
- Failing to comply promptly with any reasonable directive from a faculty member or University official
- Failing to cooperate with officials in a University investigation
- Permitting anyone, with the exception of authorized persons, access to one's classroom, to attend class in one's stead, or to attend class for another
- Plagiarizing information, sharing answers or documents related to course materials and submissions, or soliciting or hiring others to complete course assignments
- Sharing one's password or using someone else's password for any University system or network
- Using any University system, network, or other IT resources to upload, download, or otherwise share and/or distribute any copyrighted music, video, software, written works, or other materials without the written consent of the copyrighted owner
- No student or person, individually or on behalf of any business or organization of any kind, whether for-profit or not-for-profit, is permitted to solicit, market, offer goods or services, or operate on behalf of such organization in any way on the University's campus without the prior written consent of the University's Chief Executive Officer or Provost. In addition, no student or person, individually or on behalf of any business or organization of any kind, whether for-profit or not-for-profit, may use the University's name, marks, seal, logos or other identifying symbols, without the prior written consent of the University's Chief Executive Officer or Provost.

Aspen University students reported for violating the conduct policy may be subject to sanctions. Any reported student is allowed due process according to Aspen University's conduct violation procedure. Details regarding the procedure can be found through the following link.

Conduct Violation Procedure

Plagiarism Policy

Distance learning programs require a higher level of self-monitoring with regard to academic integrity. Aspen University depends on the accuracy and the integrity of all records submitted by students. All work submitted by a student must represent original work produced by that student. All sources used in a work must be documented through acceptable references and citations and the extent to which the sources have been used must be apparent to the reader. Submission of work that is written or produced by another as his or her own may be considered cause for dismissal from the University.

Students found guilty of plagiarizing will be subject to academic and disciplinary consequences. Instructors are responsible for determining whether or not a work includes plagiarized material. The instructor may unilaterally take academic action against the student (such as failure). If the instructor decides that disciplinary actions are necessary, they will officially report the incident to the University. Any student reported for violating the University's academic integrity policy will be subject to a formal review process. If the student is found responsible for the violation, they may be dismissed from the University. Regardless of the outcome, if the student is found to have violated university policy, it will be reflected on his/her academic record.

Any reported student is allowed due process according to Aspen University's plagiarism violation procedure. Details regarding the procedure can be found through the following link.

Plagiarism Violation Procedure

Violations of Code of Conduct

Conduct Violation Procedure

1. Alleged student conduct violations will be reported to the Executive Director of Academic Operations. The Executive Director of Academic Operations will be responsible for coordinating investigations and hearings, documenting the alleged student conduct violation, and keeping all evidentiary records.
2. Each alleged conduct violation will be submitted to the Code of Conduct Committee for investigation. The Committee will include the Executive Director of Academic Operations, the Director of Student Services, the University Registrar, the Program Dean/Director, and other members of University leadership as deemed appropriate. Investigation may involve outreach to the student and/or reporting individual for clarification or further documentation. Members of the Committee will investigate the report to determine:
 - a. If the conduct is in violation of the university's Code of Conduct policy.
 - b. If the Committee determines the conduct is in violation, if the nature of the violation warrants escalation to a sanction hearing.

- › If it is determined that a violation occurred, but that a sanction hearing is not warranted, the student will receive a formal written warning and the violation will be documented in their student file. Students will be provided with the opportunity to provide a defense prior to the issuing of a formal written warning.
- 3. If it is determined that a violation occurred and a sanction hearing is warranted, the Code of Conduct Committee will convene to discuss the student's standing with the university and sanctions up to and including university dismissal.
 - a. The student will be notified by the university that a Code of Conduct Committee hearing is being held. This notification will include the student's due process rights.
 - b. The student will have the option to submit their defense in writing prior to the Code of Conduct Committee hearing or present their defense during the hearing via conference line. Their defense will then be presented to all committee members during the hearing for consideration.
- 4. Written results of the Code of Conduct Committee Hearing will be sent to the student and documented in the student's file.
- 5. Any appeals of the Code of Conduct Committee decisions will be reviewed by the Provost.

Plagiarism Violation Procedure

1. Student plagiarism violations will be reported to the Office of the Registrar by faculty members. Each faculty member has the right to determine what constitutes a plagiarism violation within their own classroom. The Office of the Registrar will be responsible for documenting the student plagiarism violation and keeping all evidentiary records.
2. If the violation is the student's first reported offense, the student's academic advisor will reach out to the student with additional APA and plagiarism resources.
3. If the violation is the student's second reported offense, the student will receive an official written warning letter from the university via email and will be contacted again by their academic advisor in order to set up weekly meetings to discuss APA and plagiarism.
4. If the violation is the student's third reported offense or higher, the Code of Conduct Committee, made up of members of the Office of Academics, the Office of Academic Advising, program Deans, and designated faculty, will convene to discuss the student's standing with the university and sanctions up to and including university dismissal.
 - a. The student will be notified by the university that a Code of Conduct Committee hearing is being held. This notification will include the student's due process rights.
 - b. The student will have the option either to submit their defense in writing prior to the Code of Conduct Committee hearing or to speak on their own behalf during the committee hearing. If the student chooses to submit a written defense, their defense will then be presented to all committee members during the hearing for consideration.
5. Written results of the Code of Conduct Committee Hearing will be sent to the student.
6. Any appeals of the Code of Conduct Committee decisions will be reviewed by the Provost.

Substance Use and Abuse Policy

Aspen University prohibits the illegal and irresponsible use of alcohol and other drugs. The University will strictly enforce federal, state, and local laws, as well as its own alcohol and drug policies and procedures which support these laws. It is the responsibility of every member of the University community to know the risks associated with the use and abuse of alcohol and other drugs and to assist the University in creating an environment which promotes student success.

Aspen University is obligated to observe and abide by the laws of the state of Colorado regulating alcohol and drug abuse and to safeguard those persons whose rights and safety are threatened by such substance abuse (<https://coag.gov/OCE/substance-abuse-prevention>). Because Aspen is primarily an online institution, each student is further obligated to observe and abide by the laws of the state in which they participate in the University's online education forum. For those students attending the educational facilities in Arizona, substance abuse laws in Arizona (A.R.S. §4) govern them additionally. Violation of these policies is a serious Code of Conduct offense and misuse or abuse of substances may result in disciplinary proceedings with potential sanctions including, but not limited to, expulsion from the University.

The University encourages students who believe that substance abuse is having an unfavorable effect on their every-day life, who believe they have a substance abuse problem, or who believe a fellow student has a substance abuse problem, to seek assistance from the following alcohol and substance use and abuse resources: Alcoholics Anonymous (<https://www.aa.org/>), Narcotics Anonymous (<https://www.na.org/>), Al-Anon (<https://al-anon.org/>), and the Substance Abuse and Mental Health Services Administration (<https://www.samhsa.gov/>).

Alcohol Use and Abuse

1. Because Aspen has online students in all 50 states, it should be noted that the consequences for violating state laws relating to serving, purchasing, selling, or in any way providing alcoholic beverages to or for anyone who is under the age of 21 vary by state.
2. The serving, purchasing, selling, or in any way providing alcoholic beverages to or for anyone who is under the age of 21 is a misdemeanor violation under Colorado State Law that may result arrest, community service, or a fine.
3. Students are not permitted on University premises, including all locations used for educational experiences, while under the influence of alcohol.
4. Arizona Campus: Underage students with alcohol on their breath or other signs of intoxication will be considered in violation of Arizona law (A.R.S. §4) and may be subject to disciplinary procedures outlined in the Student Code of Conduct. The University reserves the right to notify the parent(s) of underage students who violate this policy and/or refer violations of the law to civil authorities for prosecution. Students participating in the BSN Pre-licensure program in Arizona are subject to the Policy for Student Drug, Nicotine, and Alcohol Screening as outlined in the School of Nursing Pre-licensure Clinical Handbook.

Drug Use and Abuse

1. It is the University's policy that the use, possession, cultivation, production, sale, distribution, transfer, manufacture and purchase of any illegal or controlled substance is unacceptable behavior and may be subject to disciplinary procedures outlined in the Student Code of Conduct. The University reserves the right to refer violations of the law to civil authorities for prosecution.
2. The use of prescribed medications by persons for whom the medications were not prescribed or not in conformity with the prescription, distribution or transfer of prescription medication to others, the misuse or abuse of prescribed or over-the-counter medications, and the misuse or abuse of inhalants are violations of this policy.
3. The University complies with all local, state, and federal laws governing illegal drugs, prescribed medications, and non-prescribed drugs and substances. Violations of local, state, and federal laws governing illegal drugs, prescribed medications, and non-prescribed drugs and substances can carry severe penalties, including but not limited to, imprisonment and substantial fines.
4. Students shall notify Student Disability Services if their medication has the potential to affect their performance and they require accommodation as a result. The prescribing professional must assure that the student is able to perform in a clinical setting, if appropriate based on the student's educational needs. If a release cannot be obtained, the student may be suspended from the academic and clinical setting. This determination will be based on the student's educational needs.
5. Arizona Campus: the University reserves the right to notify the parent(s) of underage students who violate the policy and/or refer violations of the law to civil authorities for prosecution. Students participating in the BSN Pre-licensure program in Arizona are subject to the Policy for Student Drug, Nicotine, and Alcohol Screening as outlined in the School of Nursing Pre-licensure Clinical Handbook.

Reporting and Resolution Standards for Suspected Use/Abuse of Alcohol or Drugs

1. It is the responsibility of all faculty, staff and peers to identify students' behavior that leads to the suspicion of alcohol or drug use or abuse and to implement Code of Conduct procedures associated with the suspicion.
2. Students struggling with alcohol or substance abuse are strongly encouraged to seek counseling or other professional help.
3. Information shared by students with University professionals is considered privileged and subject to the standards of confidentiality and privacy established by applicable professional codes of ethics.

Equal Opportunity

Aspen University is an equal opportunity university committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability. Inquiries may be directed to:

Institutional Equity & Equal Opportunity
1660 South Albion Street., Suite 525
Denver, CO 80222
(303) 333-4224

Non-Discrimination Statement

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Aspen University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service in any of its:

- Educational policies, programs, or activities
- Admissions policies, grant, scholarship, or loan programs
- Aspen University-administered programs
- Hiring practices

Inquiries or complaints should be directed to Aspen's Title IX Coordinator:

Ashley Kacendar
Executive Director of Academic Operations/Title IX Coordinator
1660 S. Albion St., Suite 525
Denver, CO 80222
Phone: (303) 823-4216
Email: ashley.kacendar@aspen.edu

Graduation Requirements

Aspen University confers degrees once all academic and financial obligations have been satisfied. Students are subject to the program requirements as outlined in the catalog at the time of their acceptance. Students must meet the below requirements prior to degree conferral. The university will not post a conferral date or release official transcripts for students who are not financially cleared by the Office of the Bursar.

Credit and Program Requirements

- Completion of course and proctored exam requirements for program as outlined in the University Catalog at the time of acceptance.
- Students must also successfully complete a minimum number of their required program credits with Aspen University as outlined below:

- » Associate's and Bachelor's degree programs require a minimum of 30 credits.
- » Master's degree programs require a minimum of 18 credits.
 - › RN to MSN requires a minimum of 39 credits.
 - › Master of Arts in Psychology and Addiction Counseling requires a minimum of 24 credits.
- » Doctorate degree programs require a minimum of 51 credits.

Grade Point Requirements

- Undergraduate programs require a minimum Cumulative Grade Point Average of 2.0.
- Graduate Programs require a minimum Cumulative GPA of 3.0.

Conferral Date

The date of conferral will be posted on the student's transcript and diploma. The conferral date is the date on which the student is cleared by the university as having met all academic and financial requirements.

Financial Aid Code of Conduct

The Higher Education Opportunity Act of 2008 (HEOA) requires that institutions participating in a Title IV loan program develop, publish, administer, and enforce a code of conduct. Aspen University and its officers, employees, and agents comply with this code of conduct:

Revenue Sharing

Aspen University, its officers, employees, agents, and Financial Aid Office will not engage in revenue-sharing arrangements with any lender. The HEOA defines "revenue-sharing arrangement" as any arrangement between an institution and a lender under which the lender makes Title IV loans to students attending the institution (or to the families of those students), the institution recommends the lender or the loan products of the lender and, in exchange, the lender pays a fee or provides other material benefits, including revenue or profit-sharing, to the institution or to its officers, employees, or agents.

Gifts

Aspen University, its officers, employees, agents, and Financial Aid Office will not accept gifts from a lender, guaranty agency, or loan servicer. No officer or employee of the University's Financial Aid Office (or an employee or agent who otherwise has responsibilities with respect to educational loans) will solicit or accept any gift from a lender, guarantor, or servicer of education loans. A "gift" is defined as any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount.

A gift does not include:

- A brochure, workshop, or training using standard materials relating to a loan, default aversion, or financial literacy, such as a brochure, workshop or training;
- Food, training, or informational material provided as part of a training session designed to improve the service of a lender, guarantor, or servicer if the training contributes to the professional development of the institution's officer, employee or agent;
- Favorable terms and benefits on an education loan provided to a student employed by the institution if those terms and benefits are comparable to those provided to all students at the institution; (4) entrance and exit counseling as long as the institution's staff are in control of the counseling and the counseling does not promote the services of a specific lender;
- Philanthropic contributions from a lender, guarantor, or servicer that are unrelated to education loans or any contribution that is not made in exchange for advantage related to education loans, or;
- State education grants, scholarships, or financial aid funds administered by or on behalf of a State

Contracting Arrangements

Aspen University, its officers, employees, agents, and Financial Aid Office will not accept from a lender, or an affiliate of any lender, any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.

Preferred Lending Arrangements

Aspen University, its officers, employees, agents, and Financial Aid Office will not steer borrowers to particular lenders or delay loan certifications. For any first-time borrower, the University will not assign, through the award packaging or other methods, the borrower's loan to a particular lender. In addition, the University will not refuse to certify, or delay the certification, of any loan based on the borrower's selection of a particular lender or guaranty agency.

Private Loans

Aspen University, its officers, employees, agents, and Financial Aid Office will not accept offers of funds for private loans. The University will not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specified loan volume, or a preferred lender arrangement. An "opportunity pool loan" is defined as a private education loan made by a lender to a student (or the student's family) that involves a payment by the institution to the lender for extending credit to the student.

Staffing Assistance

Aspen University, its officers, employees, agents, and Financial Aid Office will not request or accept from any lender any assistance with call center staffing or financial aid office staffing, except that a lender may provide professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

Advisory Board Compensation

An employee of Aspen University's financial aid office (or employee who otherwise has responsibilities with respect to education loans or financial aid) who serves on an advisory board, commission, or group established by a lender or guarantor (or a group of lenders or guarantors) will not accept anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee for serving on the board.

Student Identity Policy

The purpose of this policy is to ensure that Aspen University operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education. Aspen University verifies the identity of students enrolled in the University's programs and courses. Verification of identity is initiated during the admissions process, at which time all applicants are provided a unique Learner's ID. Admitted students must create a Student Portal account using their unique Learner's ID and set a password in order to access their student record information in the Student Portal. An account is created for the assigned individual for the exclusive use by that individual. It is the student's responsibility to maintain the security of their password and it is against University policy to share passwords or allow third party access to the Student Portal or Learning Management System. Users are responsible for any and all users of their accounts.

Aspen University has the following processes in place to ensure that the admitted student is the same student who participates in coursework and is awarded credit:

- A secure login and password.
- Proctored exams administered during the student's program of study. Proctors are required to review government-issued photo identification to confirm student identity.

In addition to the above processes, faculty have a role in identity verification by remaining alert to changes in student behavior or sudden shifts in performance or writing ability that may indicate possible academic integrity concerns. In these instances, faculty should follow established academic integrity policies and procedures.

Grievance Policy

Student Grievance Procedure

The Grievance Policy is in place to provide a procedure to address academic or administrative issues that require investigation or resolution. For example, a grievance may arise because of a decision or action made by an instructor or administrator, which is thought to be in violation of Aspen University's policies, or constitutes arbitrary, capricious or unequal application of University policy. The grievance process requires that all parties make a good faith effort to resolve all issues. The following is the Grievance Policy procedure:

Step 1: Informal Resolution

The student is encouraged to resolve the issue informally with the instructor or administrator involved.

Step 2: Informal Supervisor Intervention

If an Informal Resolution does not solve the issue, the student is encouraged to communicate informally with the instructor's or administrator's supervisor(s).

Step 3: Informal University Leadership Intervention

If Supervisor Intervention does not resolve the issue, the individual may request to escalate the grievance to a member of University Leadership. Depending on the nature of the grievance, this may involve intervention from the University Provost or other member of the University Executive Team

Step 4: Formal Grievance Committee Intervention

If the previous informal interventions do not reach a resolution or the student has requested to initiate the formal grievance process, the Aspen University Grievance Committee will convene. The Grievance Committee will investigate the grievance and provide a decision in writing no later than 30 days after the grievance has been formally submitted to the committee.

The Grievance Committee will conduct an initial review of the grievance to determine whether it sets forth information and allegations that reasonably suggest a violation of University policy or constitutes arbitrary, capricious or unequal application of University policy. If necessary, the Grievance Committee may require additional information. If the requested information is not received within 15 calendar days of the request, the grievance may be considered abandoned. If the Grievance Committee determines the grievance information and allegations do not reasonably suggest violation of University policy or constitutes arbitrary, capricious or unequal application of University policy, the individual filing the grievance will be notified with an explanation and the grievance may be closed.

Step 5: Decision Appeal

A decision made by the Grievance Committee may be appealed to the Chief Academic Officer (CAO) of Aspen University. The CAO will render a decision in writing no later than 30 days after the appeal has been formally submitted. The CAO's decision is final. The individual filing the grievance will be updated throughout the grievance process.

Formal Written Grievances

Written grievances must contain the following;

- an explanation of the basis for the grievance;
- relevant dates, names and a succinct description of the actions that occurred;
- copies of any available documents or materials that support the allegations

In case of an anonymous complaint or where the individual's name is requested to be kept confidential, the University will consider how to move forward and whether the anonymous complaint sets forth reasonable and credible information that a policy or standard has been compromised and whether the individual's identity is necessary to investigate. Anonymity is respected at the discretion of the University.

Aspen University Grievance Committee

The Aspen University Grievance Committee will at a minimum consist of the Provost, Executive Director of Academic Operations, Director of Student Services, and other members of University Leadership as deemed appropriate based on the nature of the grievance. Impartial instructors, staff, administrators or third party experts may be invited to serve or chair the Grievance Committee on an as needed basis, specific to the situation at the University's discretion. Individuals about whom the grievance is made will not be a member of the committee or the decision process. Sufficient opportunity will be provided for individuals named in the grievance to respond.

Records of all grievances are kept on file at Aspen University.

Distance Education Accrediting Commission

Current or former students of Aspen University who believe that the school or anyone representing the school has acted unlawfully have the right to file a complaint with Aspen University's Accrediting Commission.

Distance Education Accrediting Commission (DEAC)

1601 18th Street, NW
Washington, DC 20009
www.deac.org

Colorado

Current or former students of Aspen University who believe that the school or anyone representing the school has acted unlawfully have the right to file a complaint with Aspen University's State Authorizing Higher Education Unit.

<https://higherred.colorado.gov/Academics/Complaints/>

Heather Delange

Academic Policy Officer
Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
303-862-3001
heather.delange@dhe.state.co.us

The Colorado Department of Higher Education has approved Aspen University to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. <http://nc-sara.org/states/CO>

Arizona State Residents

If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board of Private Postsecondary education. The student must contact the State Board for further details:

Arizona State Board of Private Postsecondary Education

1740 West Adams St., Suite 3008
Phoenix, AZ 85007
Phone: 602-542-5709
www.azppse.gov

Maryland State Residents

The institution is subject to investigation of complaints by the Office of the Attorney General of the Maryland Higher Education Commission. Complaints should be directed to:

Maryland Attorney General Consumer Protection Division

200 St. Paul St.
Baltimore, MD 21202
www.marylandattorneygeneral.gov/Pages/CPD/complaint.aspx

Late Work Policy

This policy on late work pertains to an in-class exception on a weekly due date. If the student needs a course extension, they should refer to the Course Extension Policy.

Discussion Questions

If a student does not submit an initial discussion by the date that it is due, it is as if the student did not attend class that week, and a zero on the initial posting should be given after midnight Pacific time on that date. If a zero is awarded for a late initial posting, partial point consideration may still be given for timely submission of reply or replies that week if they are submitted by midnight Pacific time on the due date. **Note:** To submit follow-up replies to peers, the student would still need to submit an initial post in order to unlock the forum so that follow-up replies can be submitted. However, if no work is submitted by the end of the course week, a zero is awarded and no later postings need to be graded. Faculty will not return to a discussion forum after the end of the week to look for work submitted after the work is due for that course week. However, if the student has an exceptional reason why the discussion posting could not be submitted by the due date (e. g. death of a family member, military orders, jury duty, personal illness, or local disaster), the student can petition to the instructor for an exception to the late penalty. Proof of circumstances must also be submitted (such as military orders, jury notice, a note from a medical provider, news records of disaster, or obituary that shows student relationship to deceased, e.g., student's name is listed in the obituary) with the petition. For cases of these exceptional circumstances, the faculty member can use their judgment about this late penalty. Petitions for exceptions may be tracked by the Dean of the school in which the student is enrolled, and students may be counseled for over-use of exceptions.

Weekly Assignments

If a student does not submit a weekly assignment by the due date, a 10% late penalty will be imposed for each week that the submission is late. The faculty member should place a 'zero' score in the gradebook until the assignment is submitted and a new grade is determined. However, the assignment may be submitted at any time until the end of the course for reduced credit of 10% per week it is late. Faculty will record in the assignment grading comments that the grade has been dropped a certain percentage due to late submission: e. g. -10% for submission 1 week late. The only exception would be if the student communicates with the instructor and requests permission to submit an assignment late because of a mitigating circumstance (e. g. military or jury duty, hospitalization, disaster, or death of close family member). Proof of circumstances must also be submitted (such as military orders, jury notice, a note from a medical provider, news records of disaster, or obituary) with the petition. In this case, the faculty member can use their discretion about the late penalty. When possible, students should communicate with their faculty prior to the assignment due date if they are not able to meet the assignment deadline and provide evidence of extenuating circumstance.

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Office of Student Services

Aspen University
1660 S. Albion St., Suite 525
Denver, Colorado 80222
studentservices@aspen.edu

List of Programs

Certificates

- Certificate in eLearning Pedagogy
- Certificate in Project Management

Associates

- Associate of Applied Science in Early Childhood Education

Bachelors

- Bachelor of Arts in Psychology and Addiction Counseling
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Administration, (Completion Program)
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Criminal Justice with a specialization in Criminal Justice Administration
- Bachelor of Science in Criminal Justice with a specialization in Major Crime Investigation Procedure
- Bachelor of Science in Criminal Justice, (Completion Program)
- Bachelor of Science in Early Childhood Education
- Bachelor of Science in Early Childhood Education, (Completion Program)
- Bachelor of Science in Health Care Administration
- Bachelor of Science in Nursing (Completion Program)
- Bachelor of Science in Nursing (Pre-Licensure)

Masters

- Master in Business Administration with a specialization in Finance
- Master in Business Administration with a specialization in Information Management
- Master in Business Administration with a specialization in Project Management
- Master in Education with a specialization in Curriculum Development and Outcomes Assessment
- Master in Education with a specialization in Educational Technology
- Master in Education with a specialization in eLearning Pedagogy
- Master in Education with a specialization in Transformational Leadership
- Master of Arts in Psychology and Addiction Counseling
- Master of Science in Criminal Justice
- Master of Science in Criminal Justice with a specialization in Forensic Sciences
- Master of Science in Criminal Justice with a specialization in Law Enforcement Management
- Master of Science in Criminal Justice with a specialization in Terrorism and Homeland Security
- Master of Science in Information Management

- Master of Science in Information Systems with a specialization in Enterprise Application Development
- Master of Science in Information Systems with a specialization in Web Development
- Master of Science in Information Technology
- Master of Science in Nursing with a specialization in Administration and Management
- Master of Science in Nursing with a specialization in Administration and Management, (RN to MSN Bridge Program)
- Master of Science in Nursing with a specialization in Forensic Nursing
- Master of Science in Nursing with a specialization in Forensic Nursing, (RN to MSN Bridge Program)
- Master of Science in Nursing with a specialization in Informatics
- Master of Science in Nursing with a specialization in Informatics, (RN to MSN Bridge Program)
- Master of Science in Nursing with a specialization in Nursing Education
- Master of Science in Nursing with a specialization in Nursing Education, (RN to MSN Bridge Program)
- Master of Science in Nursing with a specialization in Public Health
- Master of Science in Nursing with a specialization in Public Health, (RN to MSN Bridge Program)
- Master of Science in Technology and Innovation

Doctorate

- Doctor of Education in Leadership and Learning with a specialization in Health Care Administration and Leadership
- Doctor of Education in Leadership and Learning with a specialization in Higher Education Leadership
- Doctor of Education in Leadership and Learning with a specialization in K-12 Educational Leadership
- Doctor of Education in Leadership and Learning with a specialization in Organizational Leadership
- Doctor of Education in Leadership and Learning with a specialization in Organizational Psychology
- Doctor of Nursing Practice
- Doctor of Science in Computer Science

School of Professional Studies

Certificate in Project Management

Program Description:

Aspen University's Certificate in Project Management program provides an integrated learning approach to project management. In this case, "integrated" means that the student will learn all the

fundamental aspects of modern project management, to include the following combination of technical, leadership, and strategic and business management:

1. Technical Project Management: Knowledge, skills and behaviors related to specific practice domains.
2. Leadership: Knowledge, skills and behaviors specific to leadership-oriented skills that help an organization achieve its business goals.
3. Strategic and Business Management: Knowledge of and expertise in the industry or organization that enhances performance and better delivers business outcomes

Degree Requirements: 9 Credits

Academic Schedule:

- MGT645 - Project Management Essentials
- MGT646 - Project Management Organizational Framework
- MGT647 - Project Management Integration Framework

Additional Information:

As a Project Management Institute (PMI) Registered Education Provider, Aspen's Project Management program is approved by the PMI (www.pmi.org). Information is provided regarding how to prepare for the Project Management Professional (PMP)[®] certification exam. The PMP[®] credential is the project management profession's most recognized and respected certification credential. Individuals must qualify to sit for the PMP[®] Certification examination.

Registered PMPs must accrue a minimum of 60 Professional Development Units (PDUs) every three years to maintain certification status. Each course in the PM Certificate program qualifies for 45 PDUs. The PMPs also may take other Aspen courses to fulfill their Professional Development Unit (PDU) requirements; see the PMP Credential Handbook

Bachelor of Arts in Psychology and Addiction Counseling

Program Description:

This program is designed for people seeking addiction counseling knowledge, and those who wish to find a career in the addiction counseling field. The program includes detailed information, guidelines, terminology, and procedures regarding addiction counseling. Graduates of this program will have acquired the necessary skill sets to succeed in today's competitive counseling field, and will have the tools and knowledge to become effective addiction counselors.

The mission of the Bachelor of Arts in Psychology and Addiction Counseling program is to educate students in the foundations of addiction counseling and to prepare individuals to apply ethical reasoning and discerning critical thought, while presenting the strong communication and analytical skills needed to undertake the important and challenging roles of an addiction counselor.

The program offers a comprehensive curriculum designed to provide students with the requisite general education foundation and then present the skills needed to gain a competitive edge when pursuing or advancing in addiction counseling careers. Successful completion of the program will provide graduates with a recognized degree that will prove invaluable when pursuing growth and promotion opportunities into psychology, counseling, and addiction counseling careers.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Arts in Psychology and Addiction Counseling program will learn or be able to do the following:

1. **Professional Behavior/Ethics:**
Within a legal and ethical framework, apply diverse skills in psychology as they relate to counseling and addiction counseling.
2. **Cultural Competence:**
Foster educational and developmental policies and procedures that accommodate varying cultural beliefs, and be sensitive to the cultural diversity that reflects the changing demographics of society.
3. **Research and Evidence-Based Practice:**
Collaborate in discussion activities to generate, utilize, and disseminate knowledge in order to leverage the concepts presented in the curriculum to improve counseling systems, processes, and organizations.
4. **Leadership/Advocacy:**
Influence positive change within organizations through thoughtful analysis, critical thought, and applied concepts, while assuming collaborative leadership roles with other professionals and communities.

Degree Requirements: 120 Credits

Academic Schedule:

- COM100 - Introduction to Communications
- Elective Choice
- Mathematics Choice
- PAC102 - Substance Abuse in Educational Settings
- CMP160 - English Composition I
- Social and Behavioral Sciences Choice
- Mathematics Choice
- Proctored Exam I
- PAC110 - Addiction Counseling Theories
- Social and Behavioral Sciences Choice
- PAC115 - Medical Terminology
- Humanities Choice
- Communications Choice
- Natural and Physical Sciences Choice
- Humanities Choice
- CMP170 - English Composition II
- PAC230 - Families and Health Psychology
- Social and Behavioral Sciences Choice
- Humanities Choice
- Elective Choice
- PAC120 - Multicultural Counseling Theories
- Proctored Exam II
- HCA105 - Pharmacology
- Elective Choice

- Elective Choice
- PAC201 - Child Development
- PAC240 - Counseling Skills
- PAC302 - Assessment Procedures in Addiction Counseling
- Social and Behavioral Sciences Choice
- PAC310 - Ethical, Legal and Professional Issues in Counseling
- Elective Choice
- Natural and Physical Sciences Choice
- PAC320 - Psychology of Addiction Counseling
- PAC330 - Substance Abuse Counseling
- PAC405 - Child Psychology
- Final Proctored Exam
- CJ440 - Juvenile Justice
- PAC410 - Crisis Intervention and Prevention
- PAC411 - Social Work as a Profession
- PAC414 - Child Abuse and Neglect Counseling
- PAC415 - Healthcare Ethics
- PAC420 - Group Therapy
- PAC499 - Senior Capstone

Additional Information:

As an NAADAC Approved Education Provider and approved program, Aspen voluntarily has opened its educational programs to examination by an independent body. The NAADAC Approved Academic Education Provider program ensures that state, national, and international certification standards of all participating programs are scrutinized and approved by the National Certification Commission (NCC). This rigorous review process ensures that students receive a consistent, reliable, and quality learning experience that is applicable to their careers and advances their understanding of addiction-related issues.

Specifically, the NAADAC Approved Academic Education Providership demonstrates a college or university's commitment to quality education and its dedication to excellence that only can be achieved by connecting a student's learning experience to the standards and learning objectives required by the addiction profession.

After completing an addiction counseling program, you may seek national recognition through NAADAC's certification examinations. Contact the NAADAC-affiliated organization in your area regarding the certification and licensure for your state. Each state differs in their requirements. By completing an NAADAC Approved Academic Education Provider degree program, students are completing many of the state, national, and international certification requirements simultaneously that must be met to practice as an addiction professional in the United States and abroad, as well as receiving the highest quality education available to addiction professionals looking to enter the profession. **Note:** To be eligible to take the National Certified Counselor Exam, which is the exam many states use for counselor licensure, students must complete additional requirements beyond the degree requirements. Please check www.naadac.org for more information.

Students who complete an NAADAC Approved Academic Education Provider degree program receive the following benefits:

- Degree requirements and approved education training requirements for certification are satisfied by most students. See "NCC Certification Requirements by Credential" at www.naadac.org.
- Students who are scheduled to complete an Approved Academic Education Provider degree program are eligible to take the NAADAC's national certification written examination during their last semester of courses without having to pay the application fee. The student's score on the national certification written examination will be eligible for four years and can be used to satisfy state, national, and/or international certification requirements.

Bachelor of Science in Criminal Justice with a specialization in Major Crime Investigation Procedure

Program Description:

Personnel trends in law enforcement over the past 15 years have stressed the importance of education in addition to the time spent in service when considering candidates for promotion. Furthermore, candidates seeking entry into state police forces or federal law enforcement agencies are much more competitive if they possess a bachelors degree. Aspen's bachelors degree program provides you with the critical and current knowledge needed in today's law enforcement community. Dramatically increase your potential (without setting foot on a campus) through our online degree program.

The Bachelor of Science in Criminal Justice with a specialization in Major Crime Scene Investigation Procedure is designed to educate students in the methods and techniques of criminal and homicide investigations. Students will learn about the history and scope of forensic sciences, as well as the management of criminal evidence.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Criminal Justice with a specialization in Major Crime Investigation Procedure program will learn or be able to do the following. The first 6 are the Academy of Criminal Justice Sciences' standards to which the program is aligned; #7 is peculiar to the specialization. The Academy does not differentiate its standards between baccalaureate and master's degree programs.

1. **Administration of Justice:**
Graduates of the BSCJ programs will analyze contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice.
2. **Corrections:**
Graduates of the BSCJ programs will explore history, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders

3. **Criminological Theory:**
Graduates of the BSCJ programs will assess crime problems through knowledge of: the nature and causes of crime, typologies, offenders, and victims
4. **Law Adjudication:**
Graduates of the BSCJ programs will integrate criminal law, criminal procedures, prosecution, defense, and court procedures and decisionmaking into their understanding of criminal justice proceedings
5. **Law Enforcement:**
Graduates of the BSCJ programs will inculcate knowledge of history, theory, practice and legal environment, police organization, discretion, and subculture
6. **Research and Analytic Methods:**
Graduates of the BSCJ programs will be able to make critical decisions related to criminal justice with a focus on: quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students
7. **Major Crime Scene Investigation Procedure::**
Graduates of the BSCJ program with a specialization in Major Crime Scene Investigation Procedure will learn to leverage applied sciences toward criminal and civil law.

Degree Requirements: 120 Credits

Academic Schedule:

- COM100 - Introduction to Communications
- CJ110 - Introduction to Criminal Justice
- Mathematics Choice
- Elective Choice
- CMP160 - English Composition I
- Natural and Physical Sciences Choice
- Mathematics Choice
- Proctored Exam I
- Elective Choice
- Social and Behavioral Sciences Choice
- CJ100 - Ethics in Law Enforcement
- Humanities Choice
- Communications Choice
- Natural and Physical Sciences Choice
- Humanities Choice
- CMP170 - English Composition II
- CJ140 - Introduction to Criminology
- Social and Behavioral Sciences Choice
- Humanities Choice
- Elective Choice
- CJ105 - Technology in Criminal Justice
- Proctored Exam II
- Elective Choice
- CJ305 - Constitutional Law I
- Social and Behavioral Sciences Choice
- CJ401 - Comparative Criminal Justice Systems
- CJ435 - Kinesic Interviewing
- CJ306 - Constitutional Law II

- CJ400 - Criminal Law
- Social and Behavioral Sciences Choice
- CJ440 - Juvenile Justice
- CJ420 - Criminalistics and Forensic Investigation
- CJ430 - Criminal Evidence
- CJ425 - Criminal Investigation I
- CJ426 - Criminal Investigation II
- Final Proctored Exam
- CJ497 - First Responders
- CJ493 - Security Systems, Procedures, and Developments
- CJ450 - Homicide Investigation I
- Elective Choice
- CJ451 - Homicide Investigation II
- CJ490 - The Investigation of White Collar Crime
- CJ499 - Senior Capstone

Master of Arts in Psychology and Addiction Counseling

Program Description:

The mission of the Master of Arts in Psychology and Addiction Counseling program is to educate students in the foundations of counseling and addiction, to prepare individuals to apply ethical reasoning and discerning critical thought while presenting the strong communication and analytical skills needed to undertake the important and challenging roles of an addiction counselor.

The program offers a comprehensive curriculum designed to provide students with the skills needed to gain a competitive edge when pursuing or advancing in addiction counseling careers. Successful completion of the program will provide graduates with a recognized degree that will prove invaluable when pursuing growth and promotion opportunities in psychology, counseling, and addiction counseling careers.

The program is versatile in its ability to offer a course of study both for students who are pursuing licensure, or students who just are looking to further their education in counseling and addiction. Students seeking licensure will be able to complete a practicum, while students continuing their education with previous licensure or not seeking licensure can complete a research-based capstone project. Licensure varies by state, and so students should check with their state licensing agencies before choosing between the practicum and capstone options.

The Master of Arts in Psychology and Addiction Counseling program provides courses that cover fundamental theories of general counseling and addiction and courses that tie the two together, so that students can have a wide berth of knowledge to draw upon with a focus in the field of addiction counseling.

Program Goals:

It is intended that Graduates of the Aspen University Master of Arts in Psychology and Addiction Counseling program will learn or be able to do the following:

- Breadth of Knowledge:**
Apply a well-rounded and comprehensive knowledge of general education topics including psychology, sociology, American history, physical science, mathematics, communications, statistics, as those disciplines apply to increased efficacy in addiction counseling.
- Theoretical Frameworks:**
Synthesize the basic theories and contemporary issues in psychology and addiction counseling into a personalized style of practice
- Operational Considerations:**
Devise a system of incorporating economic, accounting, human resource, ethical and operations principles, and best practices within a counseling practice
- Ethical, Legal, and Strategic Case Management:**
Evaluate and implement methods of patient assessment and development within a legal, ethical, and strategic framework
- Collaborative Treatment:**
Communicate effectively, integrating a collaborative professional approach within the counseling community
- Competent Communication:**
Competently assess, interpret, and communicate counseling information using oral, written, and electronic methods.

Degree Requirements: 48 Credits

Academic Schedule:

- RSH505 - Research in Counseling
- ADC510 - Addiction Counseling Theory and Practice
- ADC515 - Psychology of Addiction
- ADC605 - Substance Abuse Prevention
- ADC655 - Neurobiology of Addiction
- ADC665 - Advanced Addiction Counseling Skills
- PSY530 - Advanced Counseling Skills
- Mid-Program Proctored Exam
- PSY650 - Counseling Ethics
- ADC630 - Diagnosis and Treatment of Substance Abuse Disorders
- ADC660 - Addiction Counseling and Families
- CJ545 - Drug Enforcement
- PAC610 - Psychopharmacology for Counselors
- PSY540 - Clinical Supervision
- PSY620 - Psychological Consultation
- Final Proctored Exam
- PAC799A - Counseling Capstone
- PAC799B - Counseling Capstone

Additional Information:

As an NAADAC Approved Education Provider and approved program, Aspen voluntarily has opened its educational programs to examination by an independent body. The NAADAC Approved Academic Education Provider program ensures that state, national, and international certification standards of all participating programs are scrutinized and approved by the

National Certification Commission (NCC). This rigorous review process ensures that students receive a consistent, reliable, and quality learning experience that is applicable to their careers and advances their understanding of addiction-related issues.

Specifically, the NAADAC Approved Academic Education Providership demonstrates a college or university's commitment to quality education and its dedication to excellence that only can be achieved by connecting a student's learning experience to the standards and learning objectives required by the addiction profession.

Certification and Licensure:

After completing an addiction counseling program, you may seek national recognition through NAADAC's certification examinations. Contact the NAADAC-affiliated organization in your area regarding the certification and licensure for your state. Each state differs in their requirements. NAADAC, the Association of Addiction Professionals, offers exams for National Certification Addiction Counselor (NCAC) levels I and II, as well as Master Addiction Counselor (MAC). NCAC I requires only a high school diploma or GED. NCAC II requires a Bachelor's degree, while MAC requires a Master's degree. States may require their own certification process beyond NAADAC's certification process. Always check with your state board for more about state certification requirements.

Licensure is usually the highest level of certification by a governing body (e.g., a state or country). Licensure routinely requires Master's or doctoral degrees, plus completion of all requirements for lower certification levels. ***Before beginning your program, check with your state's regulatory body to determine if they accept credits from nationally-accredited universities approved by NAADAC as Academic Education Providers.*** Ask your Education Advisor for assistance if you cannot find this information.

Note: To be eligible to take the National Certified Counselor Exam, which is the exam many states use for counselor licensure, students must complete additional requirements beyond the degree requirements. Please check www.naadac.org for more information.

Students who complete a NAADAC-approved Academic Education Provider degree program receive the following benefits:

- Degree requirements and approved education training requirements for certification are satisfied by most students. See "NCC Certification Requirements by Credential" at www.naadac.org.
- Students who are scheduled to complete an Approved Academic Education Provider degree program are eligible to take the NAADAC's national certification written examination during their last semester of courses without having to pay the application fee.
- The student's score on the national certification written examination will be eligible for four years. These types of national certification exams are often required by states.

Bachelor of Science in Criminal Justice with a specialization in Criminal Justice Administration

Program Description:

Personnel trends in law enforcement over the past 15 years have stressed the importance of education in addition to the time spent in service when considering candidates for promotion. Furthermore, candidates seeking entry into state police forces or federal law enforcement agencies are much more competitive if they possess a bachelors degree. Aspen's bachelors degree program provides you with the critical and current knowledge needed in today's law enforcement community. Dramatically increase your potential (without setting foot on a campus) through our online degree program.

The Bachelor of Science in Criminal Justice with a specialization in Criminal Justice Administration is designed to educate students in the procedures and techniques of the criminal justice system. Students will learn about police management and supervision, as well as the correctional system and criminal procedure.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Criminal Justice with a specialization in Criminal Justice Administration program will learn or be able to do the following. The first 6 are the Academy of Criminal Justice Sciences' standards to which the program is aligned; #7 is peculiar to the specialization. The Academy does not differentiate its standards between baccalaureate and master's degree programs.

1. Administration of Justice:

Graduates of the BSCJ programs will analyze contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice.

2. Corrections:

Graduates of the BSCJ programs will explore history, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders

3. Criminological Theory:

Graduates of the BSCJ programs will assess crime problems through knowledge of: the nature and causes of crime, typologies, offenders, and victims

4. Law Adjudication:

Graduates of the BSCJ programs will integrate criminal law, criminal procedures, prosecution, defense, and court procedures and decisionmaking into their understanding of criminal justice proceedings

5. Law Enforcement:

Graduates of the BSCJ programs will inculcate knowledge of history, theory, practice and legal environment, police organization, discretion, and subculture

6. Research and Analytic Methods:

Graduates of the BSCJ programs will be able to make critical decisions related to criminal justice with a focus on: quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students

7. Criminal Justice Administration:

Graduates of the BSCJ program with a specialization in Criminal Justice Administration will learn to apply techniques of management and supervision as they pertain to each segment of the criminal justice field

Degree Requirements: 120 Credits

Academic Schedule:

- COM100 - Introduction to Communications
- CJ110 - Introduction to Criminal Justice
- Mathematics Choice
- CJ120 - Introduction to Law Enforcement
- CMP160 - English Composition I
- Natural and Physical Sciences Choice
- Mathematics Choice
- Proctored Exam I
- CJ130 - Introduction to Justice Administration
- Social and Behavioral Sciences Choice
- CJ100 - Ethics in Law Enforcement
- Humanities Choice
- Communications Choice
- Natural and Physical Sciences Choice
- Humanities Choice
- CMP170 - English Composition II
- Elective Choice
- Social and Behavioral Sciences Choice
- Humanities Choice
- Elective Choice
- Elective Choice
- Proctored Exam II
- Elective Choice
- CJ305 - Constitutional Law I
- Social and Behavioral Sciences Choice
- CJ401 - Comparative Criminal Justice Systems
- CJ435 - Kinesic Interviewing
- CJ306 - Constitutional Law II
- CJ400 - Criminal Law
- SBS190 - Introduction to Economics
- CJ440 - Juvenile Justice
- CJ410 - Police Management
- CJ485 - Traffic Law and Accident Investigation
- CJ415 - Supervision of Police
- CJ423 - Criminal Procedure
- Final Proctored Exam
- CJ497 - First Responders
- CJ493 - Security Systems, Procedures, and Developments
- CJ405 - Community Policing
- Elective Choice
- CJ445 - Corrections
- CJ490 - The Investigation of White Collar Crime
- CJ499 - Senior Capstone

Bachelor of Science in Health Care Administration

Program Description:

The mission of the BSHCA program is to educate students whose goal is to perform support and leadership functions in a variety of healthcare settings. This degree focuses on understanding the basics of delivering medical care as well as a foundation of the business of medicine. Students may use this degree as an entry point to the health care administration field or as a stepping stone to an advanced degree. A bachelors degree in health care administration gives a student the opportunity to assume administrative and support roles at any health care organization.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Health Care Administration program will learn or be able to do the following:

1. Business Management Knowledge:

Graduates of this program will learn a wide variety of medical office skills. Develop the skills and knowledge to pursue positions in physician offices, HMO facilities, clinics, urgent care, rehabilitation centers, and other allied healthcare facilities.

2. Professional Behavior/Ethics:

Graduates of this program will, within a legal and ethical framework, apply diverse skills in healthcare, patient support, and business management in multiple settings.

3. Cultural Competence:

Graduates of this program can identify opportunities for healthcare approaches that accommodate varying cultural beliefs, and demonstrate sensitivity to the cultural diversity that reflects the changing demographics of society.

4. Research and Evidence-based Practice:

Graduates of this program will collaborate in discussion activities to generate, utilize, and disseminate knowledge in order to leverage the concepts presented in the curriculum to improve management systems, processes, and organizations.

5. Leadership/Advocacy:

Graduates of this program can influence positive change within organizations through the thoughtful analysis of healthcare policy, critical thought, and applied concepts, while assuming collaborative hands-on and leadership roles with other professionals.

Degree Requirements: 120 Credits

Academic Schedule:

- COM100 - Introduction to Communications
- PAC115 - Medical Terminology
- Mathematics Choice
- HCA100 - Contemporary Issues in Health Care
- CMP160 - English Composition I
- Social and Behavioral Sciences Choice
- Mathematics Choice

- Proctored Exam I
- HCA110 - Insurance and Healthcare Reimbursement
- Social and Behavioral Sciences Choice
- HCA120 - Healthcare Information Systems
- Humanities Choice
- Communications Choice
- Natural and Physical Sciences Choice
- Humanities Choice
- CMP170 - English Composition II
- HCA205 - Principles of Health and Disease
- Social and Behavioral Sciences Choice
- Humanities Choice
- Elective Choice
- HCA125 - Healthcare Finance
- Proctored Exam II
- HCA105 - Pharmacology
- HCA130 - Healthcare Writing and Communications
- Elective Choice
- Elective Choice
- HCA310 - HIPAA and Electronic Health Records
- MGT414 - Principles of Management
- SBS150 - Cultural Anthropology
- MGT464 - Organizational Behavior
- Elective Choice
- Natural and Physical Sciences Choice
- HCA305 - Health Perspectives and Assessment
- HCA315 - Legal Aspects of Health Care Administration
- HCA320 - Healthcare Policy and Economics
- Final Proctored Exam
- HCA405 - Medical Office Management
- HCA410 - Healthcare Careers
- HCA415 - Healthcare Ethics
- BUS454 - Ethical Decision Making for Business
- Elective Choice
- MGT424 - Leadership in Organizations
- HCA499 - Senior Capstone

Bachelor of Science in Criminal Justice

Program Description:

Personnel trends in law enforcement over the past 15 years have stressed the importance of education in addition to the time spent in service when considering candidates for promotion. Furthermore, candidates seeking entry into state police forces or federal law enforcement agencies are much more competitive if they possess a bachelors degree. Aspen's bachelors degree program provides you with the critical and current knowledge needed in today's law enforcement community. Dramatically increase your potential (without setting foot on a campus) through our online degree program.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Criminal Justice program will learn or be able to do the following. They are the Academy of Criminal Justice Sciences'

standards to which the program is aligned. The Academy does not differentiate its standards between baccalaureate and master's degree programs.

1. Administration of Justice:

Graduates of the BSCJ programs will analyze contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice.

2. Corrections:

Graduates of the BSCJ programs will explore history, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders

3. Criminological Theory:

Graduates of the BSCJ programs will assess crime problems through knowledge of: the nature and causes of crime, typologies, offenders, and victims

4. Law Adjudication:

Graduates of the BSCJ programs will integrate criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making into their understanding of criminal justice proceedings

5. Law Enforcement:

Graduates of the BSCJ programs will inculcate knowledge of history, theory, practice and legal environment, police organization, discretion, and subculture

6. Research and Analytic Methods:

Graduates of the BSCJ programs will be able to make critical decisions related to criminal justice with a focus on: quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students

Degree Requirements: 120 Credits

Academic Schedule:

- COM100 - Introduction to Communications
- CJ110 - Introduction to Criminal Justice
- Mathematics Choice
- Elective Choice
- CMP160 - English Composition I
- Natural and Physical Sciences Choice
- Mathematics Choice
- Proctored Exam I
- Elective Choice
- Social and Behavioral Sciences Choice
- CJ100 - Ethics in Law Enforcement
- Humanities Choice
- Communications Choice
- Natural and Physical Sciences Choice
- Humanities Choice
- CMP170 - English Composition II
- CJ140 - Introduction to Criminology
- Social and Behavioral Sciences Choice
- Humanities Choice

- Elective Choice
- Elective Choice
- Proctored Exam II
- Communications Choice
- CJ305 - Constitutional Law I
- Social and Behavioral Sciences Choice
- CJ401 - Comparative Criminal Justice Systems
- CJ435 - Kinesic Interviewing
- CJ306 - Constitutional Law II
- CJ400 - Criminal Law
- Social and Behavioral Sciences Choice
- CJ440 - Juvenile Justice
- CJ495 - Police Patrol
- CJ485 - Traffic Law and Accident Investigation
- CJ420 - Criminalistics and Forensic Investigation
- CJ425 - Criminal Investigation I
- Final Proctored Exam
- CJ497 - First Responders
- CJ493 - Security Systems, Procedures, and Developments
- CJ405 - Community Policing
- Elective Choice
- CJ455 - Investigation of Organized Crime
- CJ490 - The Investigation of White Collar Crime
- CJ499 - Senior Capstone

Additional Information:

Aspen University also offers a BSCJ degree completion program designed to benefit students who have yet to complete an undergraduate degree and who now seek to transfer accumulated undergraduate credits or an associates degree into an accredited and widely-recognized college degree program. Please contact an admissions representative if you would like further information on this valuable option.

[Click here to access the N.Y.P.D. Elective Courses Page](#)

Master of Science in Criminal Justice with a specialization in Law Enforcement Management

Program Description:

The Master of Science in Criminal Justice degree is ideal both for students seeking a graduate degree to prepare them for a career in a law enforcement related field and for seasoned professionals interested in pursuing an education that will help take their careers to the next level. Criminal justice students are given the advanced training needed to succeed in leadership and management roles in a variety of environments including courts, corrections, parole and probation systems, and law enforcement. Aspen University's Master's in Criminal Justice degree offers students a comprehensive education in all facets of criminal

justice, from behavioral science to criminal investigation to the justice system, in order to ensure that they are prepared to excel in their chosen field.

Advanced training such as this may also play a key role for those interested in attaining top-level positions in state police or at federal law enforcement agencies.

The Master of Science in Criminal Justice with a specialization in Law Enforcement Management allows students to concentrate their studies on courses designed to help them achieve their specific educational and occupational goals. This program aims to prepare students to enter the workforce and to benefit those professionals seeking a graduate degree that may help them advance in their law enforcement-related careers.

Law enforcement management is an important element of the criminal justice system. Professionals working in this field often take on lead administrative roles tasked with ensuring that police forces and similar organizations operate in an efficient manner at all levels in order to best serve their community.

In addition to providing students with a comprehensive criminal justice education covering fundamental issues of criminal law, technology in law enforcement, and criminology, the Law Enforcement Management specialization familiarizes students with concepts crucial to effective police administration and supervision.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Criminal Justice with a specialization in Law Enforcement Management program will learn or be able to do the following. The first 6 are the Academy of Criminal Justice Sciences' standards to which the program is aligned; #7 is peculiar to the specialization. The Academy does not differentiate its standards between baccalaureate and master's degree programs.

1. Administration of Justice:

Graduates of the MSCJ programs will analyze contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice.

2. Corrections:

Graduates of the MSCJ programs will explore history, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders

3. Criminological Theory:

Graduates of the MSCJ programs will assess crime problems through knowledge of: the nature and causes of crime, typologies, offenders, and victims

4. Law Adjudication:

Graduates of the MSCJ programs will integrate criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making into their understanding of criminal justice proceedings

5. Law Enforcement:

Graduates of the MSCJ programs will inculcate knowledge of history, theory, practice and legal environment, police organization, discretion, and subculture

6. Research and Analytic Methods:

Graduates of the MSCJ programs will be able to make critical decisions related to criminal justice with a focus on: quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students

7. Law Enforcement Management.

Graduates of the MSCJ program with a concentration in Law Enforcement Management will evaluate leadership practices for application in law enforcement agencies, to include, police, sheriffs, and corrections.

Degree Requirements: 36 Credits

Academic Schedule:

- CJ500 - Advanced Criminal Law
- CJ510 - Advanced Criminal Procedure
- CJ515 - Technology in Law Enforcement
- CJ520 - Criminology
- MGT514 - Human Relations Management
- CJ560 - Dynamics of Family Violence
- Mid-Program Proctored Exam
- CJ585 - Advanced Corrections
- CJ530 - Law Enforcement Management
- CJ565 - Use of Force in Law Enforcement
- CJ575 - Police Administration
- CJ595 - Communications in Law Enforcement
- Final Proctored Exam
- CJ799 - Graduate Capstone

Master of Science in Criminal Justice with a specialization in Terrorism and Homeland Security

Program Description:

The Master of Science in Criminal Justice degree is ideal both for students seeking a graduate degree to prepare them for a career in a law enforcement related field and for seasoned professionals interested in pursuing an education that will help take their careers to the next level. Criminal justice students are given the advanced training needed to succeed in leadership and management roles in a variety of environments including courts, corrections, parole and probation systems, and law enforcement. Aspen University's Master's in Criminal Justice degree offers students a comprehensive education in all facets of criminal justice, from behavioral science to criminal investigation to the justice system, in order to ensure that they are prepared to excel in their chosen field. Advanced training such as this may also play a key role for those interested in attaining top-level positions in state police or at federal law enforcement agencies.

The Master of Science in Criminal Justice with a specialization in Terrorism and Homeland Security is designed to prepare students to enter the workforce and to benefit those professionals seeking

a graduate degree to help them advance in their law enforcement-related careers or enter a more specialized field. Terrorism and homeland security experts have become a vital component of the criminal justice and public safety systems in the United States in recent years and are called upon to act at the local, state, and national levels.

In addition to providing students with a comprehensive criminal justice education covering fundamental issues of criminal law, technology in law enforcement, and criminology, the Terrorism and Homeland Security degree offers program specific training on field techniques including interrogation guidelines and patrol procedures.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Criminal Justice with a specialization in Terrorism and Homeland Security program will learn or be able to do the following. The first 6 are the Academy of Criminal Justice Sciences' standards to which the program is aligned; #7 is peculiar to the specialization. The Academy does not differentiate its standards between baccalaureate and master's degree programs.

1. **Administration of Justice:**
Graduates of the MSCJ programs will analyze contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice.
2. **Corrections:**
Graduates of the MSCJ programs will explore history, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders
3. **Criminological Theory:**
Graduates of the MSCJ programs will assess crime problems through knowledge of: the nature and causes of crime, typologies, offenders, and victims
4. **Law Adjudication:**
Graduates of the MSCJ programs will integrate criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making into their understanding of criminal justice proceedings
5. **Law Enforcement:**
Graduates of the MSCJ programs will inculcate knowledge of history, theory, practice and legal environment, police organization, discretion, and subculture
6. **Research and Analytic Methods:**
Graduates of the MSCJ programs will be able to make critical decisions related to criminal justice with a focus on: quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students
7. **Terrorism and Homeland Security.**
Graduates of the MSCJ program with a concentration in Terrorism and Homeland Security will apply leadership principles to directing the protection of populations and critical infrastructure from internal and external man-made or natural incidents.

Degree Requirements: 36 Credits

Academic Schedule:

- CJ500 - Advanced Criminal Law
- CJ510 - Advanced Criminal Procedure
- CJ515 - Technology in Law Enforcement
- CJ520 - Criminology
- MGT514 - Human Relations Management
- CJ555 - Major Incident Response Management
- Mid-Program Proctored Exam
- CJ585 - Advanced Corrections
- CJ580 - Terrorism and Homeland Security
- CJ565 - Use of Force in Law Enforcement
- CJ570 - Patrol Procedures
- CJ590 - Interview & Interrogation
- Final Proctored Exam
- CJ799 - Graduate Capstone

Master of Science in Criminal Justice with a specialization in Forensic Sciences

Program Description:

The Master of Science in Criminal Justice degree is ideal both for students seeking a graduate degree to prepare them for a career in a law enforcement related field and for seasoned professionals interested in pursuing an education that will help take their careers to the next level. Criminal justice students are given the advanced training needed to succeed in leadership and management roles in a variety of environments including courts, corrections, parole and probation systems, and law enforcement. Aspen University's Master's in Criminal Justice degree offers students a comprehensive education in all facets of criminal justice, from behavioral science to criminal investigation to the justice system, in order to ensure that they are prepared to excel in their chosen field. Advanced training such as this may also play a key role for those interested in attaining top-level positions in state police or at federal law enforcement agencies.

The Master of Science in Criminal Justice with a specialization in Forensic Sciences allows students to focus their studies on the aspect of criminal justice that most appeals to their interests and best fits their career aspirations. Forensic sciences experts play a valuable role in law enforcement efforts and may be utilized in a variety of settings including crime scenes, laboratories, and court rooms.

In addition to providing students with a comprehensive criminal justice education covering fundamental issues of criminal law, technology in law enforcement, and criminology, the Forensic Sciences study track offers specialized training in fingerprinting, drug enforcement, and other specific skills vital to a career in this growing field.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Criminal Justice with a specialization in Forensic Sciences program will learn or be able to do the following. The first 6 are the Academy of Criminal Justice Sciences' standards to

which the program is aligned; #7 is peculiar to the specialization. The Academy does not differentiate its standards between baccalaureate and master's degree programs.

1. Administration of Justice:

Graduates of the MSCJ programs will analyze contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice.

2. Corrections:

Graduates of the MSCJ programs will explore history, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders

3. Criminological Theory:

Graduates of the MSCJ programs will assess crime problems through knowledge of: the nature and causes of crime, typologies, offenders, and victims

4. Law Adjudication:

Graduates of the MSCJ programs will integrate criminal law, criminal procedures, prosecution, defense, and court procedures and decisionmaking into their understanding of criminal justice proceedings

5. Law Enforcement:

Graduates of the MSCJ programs will inculcate knowledge of history, theory, practice and legal environment, police organization, discretion, and subculture

6. Research and Analytic Methods:

Graduates of the MSCJ programs will be able to make critical decisions related to criminal justice with a focus on: quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students

7. Forensic Sciences:

Graduates of the MSCJ program with a concentration in Forensic Sciences will evaluate the use of science toward criminal and civil law.

Degree Requirements: 36 Credits

Academic Schedule:

- CJ500 - Advanced Criminal Law
- CJ510 - Advanced Criminal Procedure
- CJ515 - Technology in Law Enforcement
- CJ520 - Criminology
- MGT514 - Human Relations Management
- CJ525 - Expert Testimony and Ethics
- Mid-Program Proctored Exam
- CJ585 - Advanced Corrections
- CJ550 - Forensic Science
- CJ535 - Crime Scene Investigation
- CJ540 - Fingerprinting
- CJ545 - Drug Enforcement
- Final Proctored Exam
- CJ799 - Graduate Capstone

Bachelor of Science in Criminal Justice, (Completion Program)

Program Description:

Personnel trends in law enforcement over the past 15 years have stressed the importance of education in addition to the time spent in service when considering candidates for promotion. Furthermore, candidates seeking entry into state police forces or federal law enforcement agencies are much more competitive if they possess a bachelors degree. Aspen's bachelors degree program provides you with the critical and current knowledge needed in today's law enforcement community. Dramatically increase your potential (without setting foot on a campus) through our online degree program.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Criminal Justice program will learn or be able to do the following. They are the Academy of Criminal Justice Sciences' standards to which the program is aligned. The Academy does not differentiate its standards between baccalaureate and master's degree programs.

1. Administration of Justice:

Graduates of the BSCJ programs will analyze contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice

2. Corrections:

Graduates of the BSCJ programs will explore history, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders

3. Criminological Theory:

Graduates of the BSCJ programs will assess crime problems through knowledge of: the nature and causes of crime, typologies, offenders, and victims

4. Law Adjudication:

Graduates of the BSCJ programs will integrate criminal law, criminal procedures, prosecution, defense, and court procedures and decisionmaking into their understanding of criminal justice proceedings

5. Law Enforcement:

Graduates of the BSCJ programs will inculcate knowledge of history, theory, practice and legal environment, police organization, discretion, and subculture

6. Research and Analytic Methods:

Graduates of the BSCJ programs will be able to make critical decisions related to criminal justice with a focus on: quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students

Degree Requirements: 60 Credits

Academic Schedule:

- Communications Choice
- CJ305 - Constitutional Law I
- Social and Behavioral Sciences Choice
- CJ401 - Comparative Criminal Justice Systems
- CJ435 - Kinesic Interviewing
- CJ306 - Constitutional Law II
- CJ400 - Criminal Law
- Social and Behavioral Sciences Choice
- CJ440 - Juvenile Justice
- Mid-Program Proctored Exam
- CJ495 - Police Patrol
- CJ485 - Traffic Law and Accident Investigation
- CJ420 - Criminalistics and Forensic Investigation
- CJ425 - Criminal Investigation I
- CJ497 - First Responders
- CJ493 - Security Systems, Procedures, and Developments
- CJ405 - Community Policing
- Elective Choice
- CJ455 - Investigation of Organized Crime
- CJ490 - The Investigation of White Collar Crime
- Final Proctored Exam
- CJ499 - Senior Capstone

Additional Information:

The degree completion program is designed to benefit students who successfully have completed a minimum of 60 credit hours of undergraduate studies, including general education requirements, or earned an associates degree from an accredited institution.

Master of Science in Criminal Justice

Program Description:

The Master of Science in Criminal Justice degree is ideal both for students seeking a graduate degree to prepare them for a career in a law enforcement related field and for seasoned professionals interested in pursuing an education that will help take their careers to the next level. Criminal justice students are given the advanced training needed to succeed in leadership and management roles in a variety of environments including courts, corrections, parole and probation systems, and law enforcement.

Aspen University's Master's in Criminal Justice degree offers students a comprehensive education in all facets of criminal justice, from behavioral science to criminal investigation to the justice system, in order to ensure that they are prepared to excel in their chosen field. Advanced training such as this may also play a key role for those interested in attaining top-level positions in state police or at federal law enforcement agencies.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Criminal Justice program will learn or be able to do the following. They are the Academy of Criminal Justice Sciences' standards to which the program is aligned. The Academy does not differentiate its standards between baccalaureate and master's degree programs.

1. Administration of Justice:

Graduates of the MSCJ programs will analyze contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice.

2. Corrections:

Graduates of the MSCJ programs will explore history, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders

3. Criminological Theory:

Graduates of the MSCJ programs will assess crime problems through knowledge of: the nature and causes of crime, typologies, offenders, and victims

4. Law Adjudication:

Graduates of the MSCJ programs will integrate criminal law, criminal procedures, prosecution, defense, and court procedures and decisionmaking into their understanding of criminal justice proceedings

5. Law Enforcement:

Graduates of the MSCJ programs will inculcate knowledge of history, theory, practice and legal environment, police organization, discretion, and subculture

6. Research and Analytic Methods:

Graduates of the MSCJ programs will be able to make critical decisions related to criminal justice with a focus on: quantitative, including statistics, and qualitative, methods for conducting and analyzing criminal justice/criminology research.

Degree Requirements: 36 Credits

Academic Schedule:

- CJ500 - Advanced Criminal Law
- CJ510 - Advanced Criminal Procedure
- CJ515 - Technology in Law Enforcement
- CJ520 - Criminology
- MGT514 - Human Relations Management
- CJ560 - Dynamics of Family Violence
- Mid-Program Proctored Exam
- CJ585 - Advanced Corrections
- CJ550 - Forensic Science
- CJ535 - Crime Scene Investigation
- CJ575 - Police Administration
- CJ590 - Interview & Interrogation
- Final Proctored Exam
- CJ799 - Graduate Capstone

School of Nursing

Bachelor of Science in Nursing (Completion Program)

Program Description:

Aspen University offers an online RN-to-BSN completion program for registered nurses who wish to pursue a baccalaureate degree. With a liberal arts foundation, our RN-to-BSN completion program builds on initial nursing preparation with course work to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery. All courses in the RN-to-BSN completion program are completed online. Full-time students can complete the RN-to-BSN completion program in as little as one year, enabling them to quickly achieve their educational goals and increase their options for career mobility.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Nursing program will learn or be able to do the following:

- 1. Generalist Nursing Practice:**
Apply the knowledge, skills, attitudes, and behaviors needed to provide high quality patient-centered health care across the lifespan and function as a leader in health care environments. (Baccalaureate Essential I, II, IX; UMBO 3)
- 2. Evidence-based Practice:**
Demonstrate that one's professional nursing practice is grounded in current research. (Baccalaureate Essential III; UMBO 4)
- 3. Patient Care Technology:**
Utilize patient care technology while managing resources efficiently and effectively when planning, implementing and evaluating interventions to achieve optimal health outcomes for diverse populations (Baccalaureate Essential IV, UMBO 5)
- 4. Healthcare Policy:**
Exhibit an understanding of healthcare policies, including financial and regulatory, that impact the role of the nurse and the healthcare system. (Essential V; UMBO 3).
- 5. Population Health:**
Recognize the leadership role of the nurse in health promotion and disease prevention for individuals, families and communities. (Baccalaureate Essential II, VII; UMBO 2)
- 6. Value Systems and Ethical Behavior:**
Develop a personal and professional value system that is ethical and demonstrates cultural competence and sensitivity. (Baccalaureate Essential VII, VIII; UMBO 1, 2)
- 7. Interprofessionalism:**
Demonstrate communication and collaboration among and between healthcare professionals who are critical to delivering high quality and safe patient care. (Baccalaureate Essential VIII; UMBO 2)

Degree Requirements: 30 Credits

Academic Schedule:

- HUM410 - Academic Success: Strengthening Scholarly Writing
- N490 - Issues and Trends in Professional Nursing
- N491 - Concepts and Theories in Nursing
- CIS450 - Informatics in Healthcare
- N492 - Community Health Nursing I
- HCA320 - Healthcare Policy and Economics
- N493 - Community Health Nursing II
- N494 - Essentials of Nursing Research
- N495 - Health Assessment
- N496 - Nursing Leadership and Management
- Comprehensive Proctored Exam

Additional Information:

Professional Standards:

The RN-to-BSN completion program is aligned to the AACN Baccalaureate Essentials:

1. Liberal education for baccalaureate generalist nursing practice
2. Basic organizational and systems leadership for quality care and patient safety
3. Scholarship for evidence-based practice
4. Information management and application of patient care technology
5. Healthcare policy, finance, and regulatory environments
6. Interprofessional communication and collaboration for improving patient health outcomes
7. Clinical prevention and population health
8. Professionalism and professional values
9. Baccalaureate generalist nursing practice

Degree Requirements:

The RN-BSN completion program leads to a Bachelor of Science in Nursing degree, which requires a total of 120 credits. These credits are accumulated as follows:

- **30 credits in liberal arts/general education:**
These credits provide students with a broad background in liberal education as a foundation for the practice and education of nurses. Any remaining liberal arts/general education requirements after transfer credit evaluation will be completed prior to beginning the first course in the RN-BSN completion program's course sequence.
- **60 block credits for RN license:**
This requirement is satisfied by block transfer credit from an associate degree nursing program (e.g. ADN or ASN) or by the award of credit for diploma nursing course work that resulted in a RN license. It is understood these degree programs include lower-division nursing credits and general education credits.

- **30 credits earned at Aspen University**
 - » **21 credits from upper-division nursing courses:**
The 21-credit upper-division nursing credit requirement must be completed with 7 courses offered by Aspen University. These courses are N490-N496.
 - » **9 credits from health professions courses:**
This requirement consists of 9 credits of additional general education coursework that is directly relevant to and compliments the upper-division nursing curriculum within the completion program. These three courses are HUM410, HCA320, and CIS450. They allow students to explore diverse topics of importance to the delivery of health care while simultaneously gaining exposure to perspectives from related health care fields.

Master of Science in Nursing with a specialization in Administration and Management, (RN to MSN Bridge Program)

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned concepts under the direct supervision of a Master-degreed RN preceptor.

The Nursing Administration program is designed to develop leaders and managers. Students learn how to solve complex problems through realistic case studies and mentoring practica with preceptors who are leaders in nursing. This program prepares the RN to move up the career ladder into roles in management and lead nursing organizations.

Program Goals:

It is intended that Graduates of the Aspen University Registered Nurse to Master of Science in Nursing with a specialization in Administration and Management program will learn or be able to do the following:

1. **Background for Practice from Sciences and Humanities (Bridge):**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. **Organizational and Systems Leadership (Bridge):**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
3. **Quality Improvement and Safety(Bridge):**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
4. **Translating and Integrating Scholarship into Practice (Bridge):**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.
5. **Informatics and Healthcare Technologies (Bridge):**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
6. **Health Policy and Advocacy (Bridge):**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
7. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes (Bridge):**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
8. **Clinical Prevention and Population Health for Improving Health (Bridge):**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
9. **Master's-Level Nursing Practice (Bridge):**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
10. **Administration and Management (Bridge):**
Apply advanced-level theoretical, research-based, scientific, and clinical nursing administration and management knowledge through nursing care planning and practice through informatics, health care planning, finance, and economics.

Degree Requirements: 57 Credits

Academic Schedule:

- N490 - Issues and Trends in Professional Nursing
- N491 - Concepts and Theories in Nursing
- N492 - Community Health Nursing I
- N494 - Essentials of Nursing Research
- N493 - Community Health Nursing II
- N495 - Health Assessment
- N496 - Nursing Leadership and Management
- Bridge Proctored Exam
- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N520 - Legal and Ethical Issues in Health Care
- N522 - Modern Organizations and Health Care
- N537 - Health Care Informatics
- N538 - Advanced Health Care Informatics

- N542 - Health Care Finance and Economics
- N547 - Health Care Strategic Management and Planning
- N550 - Nursing Administration Practicum I
- N552 - Nursing Administration Practicum II
- N599 - Nursing Capstone
- MSN Comprehensive Proctored Exam

Master of Science in Nursing with a specialization in Forensic Nursing, (RN to MSN Bridge Program)

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned concepts under the direct supervision of a Master-degreed RN preceptor.

The forensic nursing major will be exposed to the diverse opportunities for nurses to work with law enforcement for public good. A course on Corrections familiarizes the nurse with current issues in correctional systems which impacts both patients, victims, and their families. The student will be given an opportunity to create a practicum and capstone that focuses on the type of forensic nursing most desired. The graduate of this program can work in corrections, legal consulting, sexual assault nurse examination, community violence prevention, or in other ways that work with law enforcement.

Program Goals:

It is intended that Graduates of the Aspen University Registered Nurse to Master of Science with a specialization in Forensic Nursing program will learn or be able to do the following:

1. **Background for Practice from Sciences and Humanities (Bridge):**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. **Organizational and Systems Leadership (Bridge):**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
3. **Quality Improvement and Safety (Bridge):**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
4. **Translating and Integrating Scholarship into Practice (Bridge):**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.
5. **Informatics and Healthcare Technologies (Bridge):**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
6. **Health Policy and Advocacy (Bridge):**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
7. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes (Bridge):**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
8. **Clinical Prevention and Population Health for Improving Health (Bridge):**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
9. **Master's-Level Nursing Practice (Bridge):**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
10. **Forensic Nursing (Bridge):**
Apply advanced-level theoretical, research-based, scientific, and clinical forensic nursing knowledge through nursing care planning and practice in corrections, legal consulting, sexual assault nurse examination, community violence prevention, and work with law enforcement.

Degree Requirements: 57 Credits

Academic Schedule:

- N490 - Issues and Trends in Professional Nursing
- N491 - Concepts and Theories in Nursing
- N492 - Community Health Nursing I
- N494 - Essentials of Nursing Research
- N493 - Community Health Nursing II
- N495 - Health Assessment
- N496 - Nursing Leadership and Management
- Bridge Proctored Exam
- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N518 - Advanced Physical Assessment
- N520 - Legal and Ethical Issues in Health Care
- N510 - Advanced Pathophysiology
- N511 - Advanced Pharmacology
- N560 - Forensic Nursing
- CJ585 - Advanced Corrections
- N564 - Advanced Forensic Nursing
- N586 - Nursing Practicum
- N599 - Nursing Capstone
- MSN Comprehensive Proctored Exam

Master of Science in Nursing with a specialization in Informatics, (RN to MSN Bridge Program)

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned RN concepts under the direct supervision of a Master-degreed RN preceptor.

The nursing informatics specialty track is designed for nurses who want to solve nursing problems with computers. Nursing informatics gives students the opportunity to create projects about which they are passionate and work with computer science majors to develop computer-based solutions to common nursing issues. The graduate will learn the vocabulary and training used by computer science majors as well as advanced nursing informatics skills, in order to work in a collaborative team as a nurse informaticist.

Program Goals:

It is intended that Graduates of the Aspen University Registered Nurse to Master of Science in Nursing with a specialization in Informatics program will learn or be able to do the following:

- 1. Background for Practice from Sciences and Humanities (Bridge):**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- 2. Organizational and Systems Leadership (Bridge):**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
- 3. Quality Improvement and Safety (Bridge):**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
- 4. Translating and Integrating Scholarship into Practice (Bridge):**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.

- 5. Informatics and Healthcare Technologies (Bridge):**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
- 6. Health Policy and Advocacy (Bridge):**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
- 7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes (Bridge):**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
- 8. Clinical Prevention and Population Health for Improving Health (Bridge):**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
- 9. Master's-Level Nursing Practice (Bridge):**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
- 10. Informatics (Bridge):**
Apply advanced-level theoretical, research-based, scientific, and clinical nursing informatics knowledge through nursing care planning and practice in advancing health promotion, utilization of data and advanced information management systems, internet and technology.

Degree Requirements: 57 Credits

Academic Schedule:

- N490 - Issues and Trends in Professional Nursing
- N491 - Concepts and Theories in Nursing
- N492 - Community Health Nursing I
- N494 - Essentials of Nursing Research
- N493 - Community Health Nursing II
- N495 - Health Assessment
- N496 - Nursing Leadership and Management
- Bridge Proctored Exam
- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N520 - Legal and Ethical Issues in Health Care
- N537 - Health Care Informatics
- N542 - Health Care Finance and Economics
- CIS515 - Management of Information Systems
- CIS525 - Information Systems Strategic Planning
- CIS605 - Customers, Markets, and Technology
- N538 - Advanced Health Care Informatics
- N586 - Nursing Practicum
- N599 - Nursing Capstone
- MSN Comprehensive Proctored Exam

Master of Science in Nursing with a specialization in Nursing Education, (RN to MSN Bridge Program)

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned RN concepts under the direct supervision of a Master-degreed RN preceptor.

The Nursing Education emphasis, a direct care specialty, is geared for students who want to teach in academic nursing programs or staff development units. Accreditation bodies require the MSN for didactic instructors, both online and onground, nursing programs. This program prepares the student to develop creative lesson plans, engage participants, utilize technology, assess effectiveness, and continuously evaluate activities. It lays the foundation for a career as a nurse educator and for certification as a nurse educator.

Program Goals:

It is intended that Graduates of the Aspen University Registered Nurse to Master of Science in Nursing with a specialization in Nursing Education program will learn or be able to do the following:

1. **Background for Practice from Sciences and Humanities (Bridge):**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. **Organizational and Systems Leadership (Bridge):**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
3. **Quality Improvement and Safety (Bridge):**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
4. **Translating and Integrating Scholarship into Practice (Bridge):**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.
5. **Informatics and Healthcare Technologies (Bridge):**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
6. **Health Policy and Advocacy (Bridge):**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
7. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes (Bridge):**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
8. **Clinical Prevention and Population Health for Improving Health (Bridge):**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
9. **Master's-Level Nursing Practice (Bridge):**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
10. **Nursing Education (Bridge):**
Apply advanced-level theoretical, research-based, scientific, and clinical nursing education knowledge through nursing care planning and practice in teaching strategies and curriculum development, implementation, and evaluation.

Degree Requirements: 57 Credits

Academic Schedule:

- N490 - Issues and Trends in Professional Nursing
- N491 - Concepts and Theories in Nursing
- N492 - Community Health Nursing I
- N494 - Essentials of Nursing Research
- N493 - Community Health Nursing II
- N495 - Health Assessment
- N496 - Nursing Leadership and Management
- Bridge Proctored Exam
- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N520 - Legal and Ethical Issues in Health Care
- N510 - Advanced Pathophysiology
- N511 - Advanced Pharmacology
- N518 - Advanced Physical Assessment
- N580 - Issues in Nursing Education
- N582 - Teaching Strategies in Nursing Education
- N584 - Curriculum Development, Implementation and Evaluation
- N586 - Nursing Practicum
- N599 - Nursing Capstone
- MSN Comprehensive Proctored Exam

Master of Science in Nursing with a specialization in Public Health, (RN to MSN Bridge Program)

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned RN concepts under the direct supervision of a Master-degreed RN preceptor.

Public Health follows the current trend to care for patients more in the community, and as a community. The public health nursing major will get a thorough overview of epidemiology and the role of public health in community wellness. An in depth course in school nursing will expose the student to the pivotal public health role of the school nurse, as educator, advocate, and public health evaluator. Prior to the practicum, the student will examine outpatient care with a course on case management and home health—including hospice—to learn how the entire community collaborates for patient care. An individualized practicum will be created by the student in a public health, school, or home health venue (usually) and that may inform the final capstone. Graduates of this program can work in public health, home health, hospice, school nursing, or case management.

Program Goals:

It is intended that Graduates of the Aspen University Registered Nurse to Master of Science in Nursing with a specialization in Public Health program will learn or be able to do the following:

1. **Background for Practice from Sciences and Humanities (Bridge):**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. **Organizational and Systems Leadership (Bridge):**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
3. **Quality Improvement and Safety (Bridge):**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
4. **Translating and Integrating Scholarship into Practice (Bridge):**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.
5. **Informatics and Healthcare Technologies (Bridge):**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
6. **Health Policy and Advocacy (Bridge):**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
7. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes (Bridge):**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
8. **Clinical Prevention and Population Health for Improving Health (Bridge):**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
9. **Master's-Level Nursing Practice (Bridge):**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
10. **Public Health (Bridge):**
Apply advanced-level theoretical, research-based, scientific, and clinical public health nursing knowledge through nursing care planning and practice in home health, hospice, school nursing, or case management.

Degree Requirements: 57 Credits

Academic Schedule:

- N490 - Issues and Trends in Professional Nursing
- N491 - Concepts and Theories in Nursing
- N492 - Community Health Nursing I
- N494 - Essentials of Nursing Research
- N493 - Community Health Nursing II
- N495 - Health Assessment
- N496 - Nursing Leadership and Management
- Bridge Proctored Exam
- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N520 - Legal and Ethical Issues in Health Care
- N518 - Advanced Physical Assessment
- N510 - Advanced Pathophysiology
- N511 - Advanced Pharmacology
- N680 - Overview of Public Health Nursing
- N682 - School Nursing
- N684 - Case Management and Home Health Services
- N586 - Nursing Practicum
- N599 - Nursing Capstone
- MSN Comprehensive Proctored Exam

Master of Science in Nursing with a specialization in Administration and Management

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned RN concepts under the direct supervision of a Master-degreed RN preceptor.

The Nursing Administration program is designed to develop leaders and managers. Students learn how to solve complex problems through realistic case studies and mentoring practica with preceptors who are leaders in nursing. This program prepares the RN to move up the career ladder into roles in management and lead nursing organizations.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Nursing with a specialization in Administration and Management program will learn or be able to do the following:

- 1. Background for Practice from Sciences and Humanities:**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- 2. Organizational and Systems Leadership:**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
- 3. Quality Improvement and Safety:**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
- 4. Translating and Integrating Scholarship into Practice:**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.
- 5. Informatics and Healthcare Technologies:**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.

- 6. Health Policy and Advocacy:**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
- 7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes:**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
- 8. Clinical Prevention and Population Health for Improving Health:**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
- 9. Master's-Level Nursing Practice:**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
- 10. Administration and Management:**
Apply advanced-level theoretical, research-based, scientific, and clinical nursing administration and management knowledge through nursing care planning and practice through informatics, health care planning, finance, and economics.

Degree Requirements: 36 Credits

Academic Schedule:

- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N520 - Legal and Ethical Issues in Health Care
- N522 - Modern Organizations and Health Care
- N537 - Health Care Informatics
- N538 - Advanced Health Care Informatics
- N542 - Health Care Finance and Economics
- N547 - Health Care Strategic Management and Planning
- N550 - Nursing Administration Practicum I
- N552 - Nursing Administration Practicum II
- N599 - Nursing Capstone
- Final Proctored Exam

Master of Science in Nursing with a specialization in Forensic Nursing

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum

courses are performed in a clinical setting, allowing students to apply learned concepts under the direct supervision of a Master-degreed RN preceptor.

The forensic nursing major will be exposed to the diverse opportunities for nurses to work with law enforcement for public good. A course on Corrections familiarizes the nurse with current issues in correctional systems which impacts both patients, victims, and their families. The student will be given an opportunity to create a practicum and capstone that focuses on the type of forensic nursing most desired. The graduate of this program can work in corrections, legal consulting, sexual assault nurse examination, community violence prevention, or in other ways that work with law enforcement.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Nursing with a specialization in Forensic Nursing program will learn or be able to do the following:

1. **Background for Practice from Sciences and Humanities:**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. **Organizational and Systems Leadership:**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
3. **Quality Improvement and Safety:**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
4. **Translating and Integrating Scholarship into Practice:**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.
5. **Informatics and Healthcare Technologies:**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
6. **Health Policy and Advocacy:**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
7. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes:**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
8. **Clinical Prevention and Population Health for Improving Health:**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

9. **Master's-Level Nursing Practice:**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
10. **Forensic Nursing:**
Apply advanced-level theoretical, research-based, scientific, and clinical forensic nursing knowledge through nursing care planning and practice in corrections, legal consulting, sexual assault nursing examination, communication violence prevention, and work with law enforcement.

Degree Requirements: 36 Credits

Academic Schedule:

- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N518 - Advanced Physical Assessment
- N520 - Legal and Ethical Issues in Health Care
- N510 - Advanced Pathophysiology
- N511 - Advanced Pharmacology
- N560 - Forensic Nursing
- CJ585 - Advanced Corrections
- N564 - Advanced Forensic Nursing
- N586 - Nursing Practicum
- N599 - Nursing Capstone
- Final Proctored Exam

Master of Science in Nursing with a specialization in Informatics

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned concepts under the direct supervision of a Master-degreed RN preceptor.

The nursing informatics specialty track is designed for nurses who want to solve nursing problems with computers. Nursing informatics gives students the opportunity to create projects about which they are passionate and work with computer science majors to develop computer-based solutions to common nursing issues. The graduate will learn the vocabulary and training used by computer science majors as well as advanced nursing informatics skills, in order to work in a collaborative team as a nurse informaticist.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Nursing with a specialization in Informatics program will learn or be able to do the following:

- 1. Background for Practice from Sciences and Humanities:**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- 2. Organizational and Systems Leadership:**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
- 3. Quality Improvement and Safety:**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
- 4. Translating and Integrating Scholarship into Practice:**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.
- 5. Informatics and Healthcare Technologies:**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
- 6. Health Policy and Advocacy:**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
- 7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes:**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
- 8. Clinical Prevention and Population Health for Improving Health:**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
- 9. Master's-Level Nursing Practice:**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
- 10. Informatics:**
Apply advanced-level theoretical, research-based, scientific, and clinical nursing informatics knowledge through nursing care planning and practice in advancing health promotion, utilization of data and advanced information management systems, internet and technology.

Degree Requirements: 36 Credits

Academic Schedule:

- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N520 - Legal and Ethical Issues in Health Care

- N537 - Health Care Informatics
- N542 - Health Care Finance and Economics
- CIS515 - Management of Information Systems
- CIS525 - Information Systems Strategic Planning
- CIS605 - Customers, Markets, and Technology
- N538 - Advanced Health Care Informatics
- N586 - Nursing Practicum
- N599 - Nursing Capstone
- Final Proctored Exam

Master of Science in Nursing with a specialization in Nursing Education

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned concepts under the direct supervision of a Master-degreed RN preceptor.

The Nursing Education emphasis, a direct care specialty, is geared for students who want to teach in academic nursing programs or staff development units. Accreditation bodies require the MSN for didactic instructors, both online and onground, nursing programs. This program prepares the student to develop creative lesson plans, engage participants, utilize technology, assess effectiveness, and continuously evaluate activities. It lays the foundation for a career as a nurse educator and for certification as a nurse educator.

Program Goals:

It is intended that Graduates of Aspen University Master of Science in Nursing with a specialization in Nursing Education program will learn or be able to do the following:

- 1. Background for Practice from Sciences and Humanities:**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- 2. Organizational and Systems Leadership:**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
- 3. Quality Improvement and Safety:**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.

4. **Translating and Integrating Scholarship into Practice:**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.
5. **Informatics and Healthcare Technologies:**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
6. **Health Policy and Advocacy:**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
7. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes:**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
8. **Clinical Prevention and Population Health for Improving Health:**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
9. **Master's-Level Nursing Practice:**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
10. **Nursing Education:**
Apply advanced-level theoretical, research-based, scientific, and clinical nursing education knowledge through nursing care planning and practice in teaching strategies and curriculum development, implementation, and evaluation.

Degree Requirements: 36 Credits

Academic Schedule:

- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N520 - Legal and Ethical Issues in Health Care
- N510 - Advanced Pathophysiology
- N511 - Advanced Pharmacology
- N518 - Advanced Physical Assessment
- N580 - Issues in Nursing Education
- N582 - Teaching Strategies in Nursing Education
- N584 - Curriculum Development, Implementation and Evaluation
- N586 - Nursing Practicum
- N599 - Nursing Capstone
- Final Proctored Exam

Master of Science in Nursing with a specialization in Public Health

Program Description:

The mission of the Aspen University School of Nursing is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice. The Master of Science in Nursing (MSN) program prepares nurses to assume leadership roles in management, education, forensics, public health, informatics and clinical practice within a diverse society and across a spectrum of healthcare settings. Theory courses combine the basic foundation of traditional education in a convenient distance-learning format, enabling practicing nurses to meet their academic, professional, and personal goals. Practicum courses are performed in a clinical setting, allowing students to apply learned concepts under the direct supervision of a Master-degreed RN preceptor.

Public Health follows the current trend to care for patients more in the community, and as a community. The public health nursing major will get a thorough overview of epidemiology and the role of public health in community wellness. An in depth course in school nursing will expose the student to the pivotal public health role of the school nurse, as educator, advocate, and public health evaluator. Prior to the practicum, the student will examine outpatient care with a course on case management and home health—including hospice—to learn how the entire community collaborates for patient care. An individualized practicum will be created by the student in a public health, school, or home health venue (usually) and that may inform the final capstone. Graduates of this program can work in public health, home health, hospice, school nursing, or case management.

Program Goals:

The goals of the MSN program are to prepare nurse leaders, educators, and advanced Practitioners who emulate the following characteristics and behaviors:

1. **Background for Practice from Sciences and Humanities:**
Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. **Organizational and Systems Leadership:**
Demonstrates leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective because organizational and systems leadership are critical to the promotion of high quality and safe patient care.
3. **Quality Improvement and Safety:**
Articulates methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.
4. **Translating and Integrating Scholarship into Practice:**
Applies research outcomes within the practice setting, resolves complex practice problems, works as a change agent, and disseminates results.

5. **Informatics and Healthcare Technologies:**
Using patient-care technologies, delivers and enhances care and using communication technologies, integrates and coordinates care.
6. **Health Policy and Advocacy:**
Intervenes at the system level through the policy development process and employs advocacy strategies to influence health and health care.
7. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes:**
As a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
8. **Clinical Prevention and Population Health for Improving Health:**
Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
9. **Master's-Level Nursing Practice:**
Integrates the advanced level of understanding of nursing and relevant sciences with nursing practice to create nursing practice interventions.
10. **Public Health:**
Apply advanced-level theoretical, research-based, scientific, and clinical public health nursing knowledge through nursing care planning and practice in home health, hospice, school nursing, or case management.

Degree Requirements: 36 Credits

Academic Schedule:

- N502 - Health Care Systems
- N508 - Theory and Research
- N512 - Diverse Populations & Health Care
- N520 - Legal and Ethical Issues in Health Care
- N518 - Advanced Physical Assessment
- N510 - Advanced Pathophysiology
- N511 - Advanced Pharmacology
- N680 - Overview of Public Health Nursing
- N682 - School Nursing
- N684 - Case Management and Home Health Services
- N586 - Nursing Practicum
- N599 - Nursing Capstone
- Final Proctored Exam

Doctor of Nursing Practice

Program Description:

The Doctor of Nursing Practice (DNP) is a practice-focused program that combines a scholarly approach to the discipline of nursing while advancing the profession of nursing through practice. The program is designed to prepare students for leadership roles in nursing. Intensive, immersive experiences inform the practice-focused DNP Capstone Project. The program requires students to complete 1000 hours of clinical practice immersion hours. Program applicants who provide evidence of

clinical hours from an MSN or other nursing-specific degree have the potential to have a percentage of those hours applied to the required 1000 prior to the Project course sequence.

Program Goals:

It is intended that Graduates of the Aspen University Doctor of Nursing Practice program will learn or be able to do the following:

1. **Theoretical Underpinnings:**
Evaluate scientific underpinnings for practice and create a theoretical framework based on research.
2. **Leadership:**
Improve the quality of nursing practice, by using leadership strategies and systems thinking, to lead organizations to change.
3. **Scholarship:**
Analyze clinical scholarship and analytical methods to provide a foundation for evidence-based practice.
4. **Technology:**
Critique information systems and patient care technology to improve and transform healthcare.
5. **Healthcare Advocacy:**
Advocate for improved healthcare policy.
6. **Collaboration:**
Collaborate with professionals in other disciplines to improve patient and population health outcomes.
7. **Innovation:**
Create innovations for prevention of disease and improvement of population health.

Degree Requirements: 42 Credits

Academic Schedule:

- DNP800 - Theoretical and Scientific Underpinnings
- DNP805 - Organizational and Systems Leadership
- DNP835 - Strategic Leadership and Business Management
- DNP840 - Strategic Planning and Financial Management
- DNP825 - Health Information Management and Informatics
- DNP820 - Health Policy and Advocacy
- DNP830 - Global Population Health
- DNP810 - Evidence-based Practice for Quality Improvement
- Comprehensive Proctored Exam
- DNP850A - Project Planning
- DNP850B - Project Proposal
- DNP851A - Project Implementation
- DNP851B - Project Data Analysis
- DNP852A - Project Manuscript
- DNP852B - Project Dissemination

Bachelor of Science in Nursing (Pre-Licensure)

Program Description:

Aspen University School of Nursing offers a pre-licensure BSN program that provides students with opportunities to develop their potential and master the knowledge, skills and attitudes needed for competent nursing practice at an entry level.

Seminars, didactic, and clinical experiences are integral to the curriculum and will move students from simple to complex understanding of the role of the professional registered nurse. Communication, professionalism and a positive attitude toward learning are expected. Students experience learning activities and opportunities based on the course learning objectives. At graduation, students are eligible to apply and sit for the National Council Licensure Examination (NCLEX). The program is open to Arizona students only.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Nursing Pre-licensure program will learn or be able to do the following:

1. **Generalist Nursing Practice:**
Apply the knowledge, skills, attitudes, and behaviors needed to provide high quality patient-centered health care across the lifespan and function as a leader in health care environments. (Baccalaureate Essential I, II, IX; UMBO 3).
2. **Evidence-based Practice:**
Demonstrate that one's professional nursing practice is grounded in current research. (Baccalaureate Essential III; UMBO 4).
3. **Patience Care Technology:**
Utilize patient care technology while managing resources efficiently and effectively when planning, implementing and evaluating interventions to achieve optimal health outcomes for diverse populations (Baccalaureate Essential IV, UMBO 5).
4. **Healthcare Policy:**
Exhibit an understanding of healthcare policies, including financial and regulatory, that impact the role of the nurse and the healthcare system. (Essential V; UMBO 3).
5. **Population Health:**
Recognize the leadership role of the nurse in health promotion and disease prevention for individuals, families and communities. (Baccalaureate Essential II, VII; UMBO 2).
6. **Value Systems and Ethical Behavior:**
Develop a personal and professional value system that is ethical and demonstrates cultural competence and sensitivity. (Baccalaureate Essential VII, VIII; UMBO 1, 2).
7. **Interprofessionalism:**
Demonstrate communication and collaboration among and between healthcare professionals who are critical to delivering high quality and safe patient care. (Baccalaureate Essential VIII; UMBO 2).

Admission Requirements:

- Completed Application
- High School Transcripts: An official transcript demonstrating a completed high school diploma, GED, or its equivalent. Waived if the student has completed at least 15 credits of college level coursework at an institution that is accredited by a CHEA-recognized accrediting body or an international equivalent.
- Official Transcripts for all previous college credit earned.
- Behavior and Abilities Form: Submission of the signed Nursing Essential Abilities and Behaviors Form.
- Minimum GPA: a minimum cumulative GPA of 2.0 is required for all previous high school or college credit.

Competitive Evaluation Process for the Nursing Core:

Aspen uses a competitive evaluation process to assess student readiness for the Nursing Core. The Nursing Core begins during the session in which students would enroll in SEM101, N110, HCA105, and HCA105L. Students are not guaranteed entry to the Nursing Core. Entry to the Nursing Core additionally requires:

- Minimum GPA: a minimum cumulative GPA of 2.75 is required for all Pre-Professional Nursing Coursework.
- HESI A2: Minimum required scores for English Composite-80; Math-80; A&P-75. Students who have previously completed the HESI A2 may submit score reports. Scores cannot be older than 12 months prior to the start date of the Nursing Core component of the program.
- Criminal Background Check: Submission of a passed criminal background check
- Fingerprint Clearance Card: Submission of a fingerprint clearance card

Degree Requirements: Total 120 credits

Academic Schedule: Pre-Professional Nursing

- COM100 - Introduction to Communications
- MAT130 - Concepts of Fundamental Mathematics
- SBS105 - Introduction to Psychology
- SBS110 - Introduction to Sociology
- HCA205 - Principles of Health and Disease
- SBS200 - Human Development
- SBS120 - Diversity and Culture
- BIO201 - Anatomy and Physiology I
- BIO201L - Anatomy and Physiology I- Lab
- CMP160 - English Composition I
- BIO202 - Anatomy and Physiology II
- BIO202L - Anatomy and Physiology II- Lab
- HCA130 - Healthcare Writing and Communications
- BIO210 - Microbiology
- BIO220 - Pathophysiology

Academic Schedule: Nursing Core (pending competitive evaluation process)

- SEM101 - Nursing Seminar 4A
- N110 - Foundations of Nursing Practice
- HCA105 - Pharmacology
- HCA105L - Pharmacology- Lab
- SEM102 - Nursing Seminar 4B
- N320 - Introduction to Health Assessment
- N320L - Introduction to Health Assessment- Lab
- SEM103 - Nursing Seminar 5A
- N310 - Fundamentals of Nursing
- N310L - Fundamentals of Nursing- Skills Lab
- N315 - Professional & Legal Aspects of Nursing Practice
- SEM104 - Nursing Seminar 5B
- N300 - Mental Health
- N300C - Mental Health- Clinical
- SEM105 - Nursing Seminar 6A
- N492P - Community Health Nursing I
- N492C - Community Health Nursing I- Clinical
- SEM106 - Nursing Seminar 6B
- N493P - Community Health Nursing II
- N493C - Community Health Nursing II- Clinical

- MAT181 - Nursing Statistics
- SEM107 - Nursing Seminar 7A
- N350 - Maternal Health
- N350C - Maternal Health- Clinical
- N355 - Adult Health I
- N355C - Adult Health I - Clinical
- SEM108 - Nursing Seminar 7B
- N360 - Child Health
- N360C - Child Health- Clinical
- N365 - Adult Health II
- N365C - Adult Health II - Clinical
- SEM109 - Nursing Seminar 8A
- N410 - Adult Health III
- N410C - Adult Health III - Clinical
- SEM110 - Nursing Seminar 8B
- N420 - Adult Health IV
- N420C - Adult Health IV- Clinical
- N415 - Research / Evidence-Based Practices
- BIO330 - Genetics/Genomics
- SEM111 - Nursing Seminar 9A
- N455A - Transition to Professional Practice
- N455AC - Transition to Professional Practice - Clinical
- SEM112 - Nursing Seminar 9B
- N455B - Transition to Professional Practice
- N455BC - Transition to Professional Practice - Clinical

Additional Information:

There are additional health, safety, and immunization requirements for the nursing clinical courses as outlined in the BSN Pre-licensure Clinical Handbook. Students are encouraged to review these prior to clinical courses within the Nursing Core.

School of Education

Associate of Applied Science in Early Childhood Education

Program Description:

The associates degree program offers a comprehensive curriculum designed to provide students with the requisite general education foundation and then present the skills needed to gain a competitive edge when pursuing or advancing in the fields of child care, early childhood education, and national Head Start programs as teachers, assistants, and administrators. The program may satisfy the formal training and competency requirements for child care professionals to pursue the Child Development Associate (CDA) credential from the Council for Professional Recognition. The coursework in the associate of applied science degree can also be applied as a stepping stone to Aspen University's bachelors degree in early childhood education, providing all admission standards are met.

The Early Childhood Education program promotes the learning and development of children in early care and educational settings, encourages application of the latest knowledge in

ECE and Child Development, and provides opportunities for placement, advancement, and ongoing professional development of caregivers.

In the AAS degree program, students also will gain real-world experience through structured Internship courses. Successful completion of the program will enable graduates to advance in age-appropriate child care organizations, early childhood education programs, preschools, kindergartens, elementary schools, and Head Start programs, subject to the qualifying requirements for their area. The AAS in ECE provides a stepping stone on the way to earning a bachelors degree.

Program Goals:

It is intended that Graduates of the Aspen University Associate of Applied Science in Early Childhood Education program will learn or be able to do the following:

1. **Child Development and Strategies of Support:**
Introduce theories and research that focuses on children's physical, cognitive, emotional, and social development. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence children's healthy development in all aspects of growth. This domain is aligned to the NAEYC Standard #1: Promoting Child Development and Learning.
2. **The Parent, Family, and Community Connection:**
Introduce the importance and impact of the child's world outside of school and how those influences correlate with a child's success in school. Graduates will be able to apply this knowledge by designing programmatic strategies to include, empower, and value families and communities. This domain is aligned with the NAEYC Standard #2: Building Family and Community Relationships.
3. **Evidence-Based Decision Making:**
Introduce a range of knowledge and skills for gathering and analyzing data that is used to inform decisions about children's development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/ professionals in the child's life. This domain is aligned with NAEYC Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families.
4. **Developmentally Responsive Pedagogy:**
Introduce key instructional strategies that acknowledge each child's complex characteristics related to age, interests, background, and abilities. Graduates will examine how these variables interact with setting and will create conditions that promote growth through developmentally appropriate practices. This domain aligns with NAEYC Standard #4: Using Developmentally Effective Approaches.
5. **Multidisciplinary Integration and Teaching:**
Develop foundational knowledge and skills for integrating multiple content areas so that learning is relevant, meaningful, and multidisciplinary. Graduates will implement knowledge of developmental milestones related to different subject areas (e.g., math, science, reading, writing, social studies, health

and safety, technology, art and music) and design learning experiences that synthesize multiple subjects and that address the developmental level of the child. This domain is aligned with NAEYC Standard #5: Using Content Knowledge to Build Meaningful Curriculum.

6. **Ethics, Activism, and Advocacy within the Field:**

Introduce how to participate as active members and leaders in the early childhood education community who remain current on the issues that exist in the field and who advocate for policy changes that improve services for children and conditions for early childhood educators. Graduates will behave in an ethical manner, according to the accepted standards of the profession, and demonstrate caring, professional dispositions. This domain is aligned with NAEYC Standard #6: Becoming a Professional.

7. **Settings and Stages:**

Develop a foundational knowledge base of the different contexts for early childhood programs and will demonstrate expertise in understanding the different age groups and their developmental stages. This domain aligns with NAEYC Standard #7: Early Childhood Field Experiences, even though the ECE programs at Aspen do not require field experiences.

Degree Requirements: 60 Credits

Academic Schedule:

- COM100 - Introduction to Communications
- ECE103 - Professionalism and Growth in the Early Childhood Field
- Mathematics Choice
- ECE102 - Skills for Early Childhood Teachers
- CMP160 - English Composition I
- Natural and Physical Sciences Choice
- Mathematics Choice
- Mid-Program Proctored Exam
- ECE101 - Family, School and Community
- Social and Behavioral Sciences Choice
- Social and Behavioral Sciences Choice
- Humanities Choice
- Communications Choice
- Natural and Physical Sciences Choice
- Humanities Choice
- CMP170 - English Composition II
- ECE108 - Cultural and Linguistic Diversity
- Social and Behavioral Sciences Choice
- Humanities Choice
- Social and Behavioral Sciences Choice
- ECE109 - Problem Solving in Early Childhood Education
- Final Proctored Exam

Additional Information:

Additional information about the CDA credential and the requirements of qualification can be found at the Council for Professional Recognition website: <http://www.cdacouncil.org>. Additional information about the Head Start and Early Head Start programs can be found at the U.S. Department of Health and Human Services website: <http://www.acf.hhs.gov/programs/ohs/about/index.htm>. Please check with the agency of the state

where you intend to teach to confirm the requirements. **Note:** Fingerprinting and a criminal background check are required for any job working with children.

Bachelor of Science in Early Childhood Education

Program Description:

The mission of the Early Childhood Education program is to educate students whose goal is to work or advance in the fields of child care and early childhood education programs as teachers, assistants, and administrators.

The program offers a comprehensive curriculum designed to provide professionals with the skills needed to gain a competitive edge when pursuing or advancing in careers in early childhood education and child caregiver organizations. It provides childhood education teachers and professionals with a recognized degree that will prove invaluable when pursuing growth and promotion opportunities in administration, management, or areas of specialization.

The Early Childhood Education program provides students with a comprehensive overview and application of the education of young children (from birth through age eight, or third grade) and the information necessary to manage high-quality early childhood education programs.

Additionally, the program promotes the learning and development of children in early care and educational settings, encourages application of the latest knowledge in ECE and child development, and provides opportunities for the placement, advancement, and ongoing professional development of caregivers.

Successful completion of the program will enable graduates to guide age-appropriate child care organizations, early childhood education programs, preschools, kindergartens, elementary schools, and Head Start programs. Graduates will be able to effectively contribute to the growth of a child-socially, emotionally, physically, and intellectually.

The program curriculum also was designed to accommodate individuals seeking the Child Development Associate (CDA) credential. Training requirements for this credential include documented minimum education in the following content areas:

1. Planning a safe and healthy learning environment;
2. Steps to advance children's physical and intellectual development;
3. Positive ways to support children's social and emotional development;
4. Strategies to establish productive relationships with families;
5. Strategies to manage an effective program operation;
6. Maintaining a commitment to professionalism;
7. Observing and recording children's behavior; and
8. Principles of child development and learning.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Early Childhood Education program will learn or be able to do the following:

1. **Child Development and Strategies of Support:**
Study theories and examine research that focuses on children's physical, cognitive, emotional, and social development. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence children's healthy development in all aspects of growth. This domain is aligned to the NAEYC Standard #1: Promoting Child Development and Learning.
2. **The Parent, Family, and Community Connection:**
Examine the importance and impact of the child's world outside of school and how those influences correlate with a child's success in school. Graduates will be able to apply this knowledge by designing programmatic strategies to include, empower, and value families and communities. This domain is aligned with the NAEYC Standard #2: Building Family and Community Relationships.
3. **Evidence-Based Decision Making:**
Develop a wide range of knowledge and skills for gathering and analyzing data that is used to inform decisions about children's development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the child's life. This domain is aligned with NAEYC Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families.
4. **Developmentally Responsive Pedagogy:**
Master a repertoire of instructional strategies that acknowledge each child's complex characteristics related to age, interests, background, and abilities. Graduates will examine how these variables interact with setting and will create conditions that promote growth through developmentally appropriate practices. This domain aligns with NAEYC Standard #4: Using Developmentally Effective Approaches.
5. **Multidisciplinary Integration and Teaching:**
Develop knowledge and skills for integrating multiple content areas so that learning is relevant, meaningful, and multidisciplinary. Graduates will implement knowledge of developmental milestones related to different subject areas (e.g., math, science, reading, writing, social studies, health and safety, technology, art and music) and design learning experiences that synthesize multiple subjects and that address the developmental level of the child. This domain is aligned with NAEYC Standard #5: Using Content Knowledge to Build Meaningful Curriculum.
6. **Ethics, Activism, and Advocacy within the Field:**
Participate as active members and leaders in the early childhood education community who remain current on the issues that exist in the field and who advocate for policy changes that improve services for children and conditions for early childhood educators. Graduates will behave in an ethical manner, according to the accepted standards of the profession, and demonstrate caring, professional dispositions. This domain is aligned with NAEYC Standard #6: Becoming a Professional.

7. Settings and Stages:

Possess a deep knowledge base of the different contexts for early childhood programs and will demonstrate expertise in understanding the different age groups and their developmental stages. This domain aligns with NAEYC Standard #7: Early Childhood Field Experiences, even though the ECE programs at Aspen do not require field experiences.

Degree Requirements: 120 Credits

Academic Schedule:

- COM100 - Introduction to Communications
- ECE103 - Professionalism and Growth in the Early Childhood Field
- Mathematics Choice
- ECE102 - Skills for Early Childhood Teachers
- CMP160 - English Composition I
- Natural and Physical Sciences Choice
- Mathematics Choice
- Natural and Physical Sciences Choice
- Proctored Exam I
- ECE101 - Family, School and Community
- Social and Behavioral Sciences Choice
- Social and Behavioral Sciences Choice
- Humanities Choice
- Communications Choice
- Humanities Choice
- CMP170 - English Composition II
- ECE108 - Cultural and Linguistic Diversity
- Social and Behavioral Sciences Choice
- Humanities Choice
- Social and Behavioral Sciences Choice
- Elective Choice
- Proctored Exam II
- Elective Choice
- Elective Choice
- Elective Choice
- ECE302 - Children with Special Needs
- ECE407 - Infant and Toddler Mental Health
- ECE304 - Curriculum for Young Children
- Elective Choice
- ECE307 - Early Childhood Research
- ECE303 - Language Development
- ECE403 - Promoting Literacy in Preschool
- ECE401 - Guiding Preschool Behavior
- ECE402 - Strategies for Classroom Management
- ECE400 - Play and Learning for the Preschool Child
- Final Proctored Exam
- ECE406 - Quality Programs for Infants and Toddlers
- ECE409 - Developmentally Appropriate Practices in Infant and Toddler Settings
- ECE405 - Developmentally Appropriate Practices in Preschool and School Age Settings
- ECE410 - Bridging: Assessment in Early Childhood Education
- ECE411 - Early Cognition and Education I: The Preschool Years
- ECE412 - Early Cognition and Education II: The Early Years
- ECE499 - Senior Capstone

Additional Information:

Additional information about the CDA credential and the requirements of qualification can be found at the Council for Professional Recognition website: <http://www.cdacouncil.org>.

Additional information about the Head Start and Early Head Start programs can be found at the U.S. Department of Health and Human Services website: <http://eclkc.ohs.acf.hhs.gov/hslc>.

Please check with the agency of the state where you intend to teach to confirm the requirements. Depending on your goals for this program, please check your local and state regulatory requirements for program acceptance. This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning appropriate degree programs.

Aspen University also offers a BSECE degree completion program designed to benefit students who have yet to complete an undergraduate business degree, and who now seek to transfer accumulated undergraduate credits or an associate's degree into an accredited and widely-recognized college degree program. Please contact an admissions representative if you would like further information on this valuable option.

Bachelor of Science in Early Childhood Education, (Completion Program)

Program Description:

The mission of the Early Childhood Education program is to educate students whose goal is to work or advance in fields of child care and early childhood education programs as teachers, assistants, and administrators. The Early Childhood Education program provides students with a comprehensive overview and application of the education of young children (from birth through age eight or third grade) and the information necessary to manage high-quality early childhood education programs.

The Early Childhood Education completion program is designed to benefit adults who have yet to complete an undergraduate ECE degree, and who now seek to transfer accumulated undergraduate credits or an associates degree into an accredited bachelor program.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Early Childhood Education (Completion) program will learn or be able to do the following:

1. **Child Development and Strategies of Support:**

Study theories and examine research that focuses on children's physical, cognitive, emotional, and social development. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence children's healthy development in all aspects of growth. This domain is aligned to the NAEYC Standard #1: Promoting Child Development and Learning.

2. **The Parent, Family, and Community Connection:**

Examine the importance and impact of the child's world outside of school and how those influences correlate with a child's success in school. Graduates will be able to apply this knowledge by designing programmatic strategies to include, empower, and value families and communities. This domain is aligned with the NAEYC Standard #2: Building Family and Community Relationships.

3. **Evidence-Based Decision Making:**

Develop a wide range of knowledge and skills for gathering and analyzing data that is used to inform decisions about children's development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the child's life. This domain is aligned with NAEYC Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families.

4. **Developmentally Responsive Pedagogy:**

Master a repertoire of instructional strategies that acknowledge each child's complex characteristics related to age, interests, background, and abilities. Graduates will examine how these variables interact with setting and will create conditions that promote growth through developmentally appropriate practices. This domain aligns with NAEYC Standard #4: Using Developmentally Effective Approaches.

5. **Multidisciplinary Integration and Teaching:**

Develop knowledge and skills for integrating multiple content areas so that learning is relevant, meaningful, and multidisciplinary. Graduates will implement knowledge of developmental milestones related to different subject areas (e.g., math, science, reading, writing, social studies, health and safety, technology, art and music) and design learning experiences that synthesize multiple subjects and that address the developmental level of the child. This domain is aligned with NAEYC Standard #5: Using Content Knowledge to Build Meaningful Curriculum.

6. **Ethics, Activism, and Advocacy within the Field:**

Participate as active members and leaders in the early childhood education community who remain current on the issues that exist in the field and who advocate for policy changes that improve services for children and conditions for early childhood educators. Graduates will behave in an ethical manner, according to the accepted standards of the profession, and demonstrate caring, professional dispositions. This domain is aligned with NAEYC Standard #6: Becoming a Professional.

7. **Settings and Stages:**

Possess a deep knowledge base of the different contexts for early childhood programs and will demonstrate expertise in understanding the different age groups and their developmental stages. This domain aligns with NAEYC Standard #7: Early Childhood Field Experiences, even though the ECE programs at Aspen do not require field experiences.

Degree Requirements: 60 Credits

Academic Schedule:

- Elective Choice
- Elective Choice
- Elective Choice
- ECE302 - Children with Special Needs
- ECE407 - Infant and Toddler Mental Health
- ECE304 - Curriculum for Young Children
- Elective Choice
- ECE307 - Early Childhood Research
- ECE303 - Language Development
- Mid-Program Proctored Exam
- ECE403 - Promoting Literacy in Preschool
- ECE401 - Guiding Preschool Behavior
- ECE402 - Strategies for Classroom Management
- ECE400 - Play and Learning for the Preschool Child
- ECE406 - Quality Programs for Infants and Toddlers
- ECE409 - Developmentally Appropriate Practices in Infant and Toddler Settings
- ECE405 - Developmentally Appropriate Practices in Preschool and School Age Settings
- ECE410 - Bridging: Assessment in Early Childhood Education
- ECE411 - Early Cognition and Education I: The Preschool Years
- ECE412 - Early Cognition and Education II: The Early Years
- Final Proctored Exam
- ECE499 - Senior Capstone

Master in Education with a specialization in Educational Technology

Program Description:

This program is designed for those individuals who want to increase their expertise in using technology as an educational tool to enhance student learning and increase teacher effectiveness and efficiency. The Master of Education in Educational Technology is aligned to the professional standards in the field, the National Board for Professional Teaching Standards (NBPTS). Additionally, this degree emphasis is also aligned to the International Society for Technology in Education (ISTE) standards.

Program Goals:

It is intended that Graduates of the Aspen University Master in Education with a specialization in Educational Technology program will learn or be able to do the following:

1. **Focus on Students and Learning:**
Study theories of learning, while believing that all children can learn, and will examine how each learner has a unique set of strengths. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence academic and personal growth by focusing on achievable goals and motivation. This domain is aligned to the NBPTS Proposition #1: Teachers are committed to students and learning.
2. **Intentional and Integrated Pedagogy:**
Develop a deep understanding of curriculum and instruction so that student learning experiences are optimized. Graduates will be able to apply this knowledge by designing lessons that
- not only integrate a strong pedagogical framework but also is based on sound curricular design. This domain is aligned with the NBPTS Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.
3. **Evidence-Based Decision Making:**
Develop a wide range of knowledge and skills for gathering and analyzing data that is used to inform decisions about students' development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the student's life. This domain is aligned with NBPTS Proposition #3: Teachers are responsible for managing and monitoring student learning.
4. **Critically Reflective Practitioner:**
Examine their own skills and competencies related to curriculum, instruction, and assessment. This reflection will involve collaborating with fellow educators in order to create opportunities for personal professional development. Graduates will use this critical self-evaluation as a platform for improving their effectiveness with students. This domain aligns with NBPTS Proposition #4: Teachers think systematically about their practice and learn from experience, and NBPTS Proposition #5: Teachers are members of learning communities.
5. **Ethics, Activism, and Advocacy within the Field:**
Participate as active members and leaders in the education community who remain current on the issues that exist in the field and who advocate for policy changes that improve services for students and conditions for educators. Graduates will behave in an ethical manner, according to the accepted standards of the profession, and demonstrate caring, professional dispositions.
6. **Educational Technology:**
Apply advanced level skills focusing on the role of technology in curriculum development including the latest advances in classroom technology that support the goals of educators and learning styles of students.

Degree Requirements: 36 Credits

Academic Schedule:

- MED705 - Research on Effective Teaching
- MED710 - Multidisciplinary Foundations of Education
- MED730 - Curriculum Development, Implementation and Evaluation
- MED700 - Integrating Technologies Across the Curriculum
- MED725 - Classroom Environments and Management
- MED720 - The Instructional Role of Assessment
- Mid-Program Proctored Exam
- MED740 - Ethics and Educational Law
- MED750 - Introduction to Online Learning and Internet Research
- MED751 - Instructional Design
- MED752 - Multimedia for Educators
- MED753 - The Wired School: Emerging Technologies
- Final Proctored Exam
- MED799 - Graduate Capstone

Master in Education with a specialization in Curriculum Development and Outcomes Assessment

Program Description:

This program is designed for those individuals who are interested in developing a deep knowledge and skill set related to curricular design and evaluation techniques. The Master of Education in Curriculum Development and Outcomes Assessment is aligned to the professional standards in the field, the National Board for Professional Teaching Standards (NBPTS).

Program Goals:

It is intended that Graduates of the Aspen University Master in Education with a specialization in Curriculum Development and Outcomes Assessment program will learn or be able to do the following:

- 1. Focus on Students and Learning:**
 Study theories of learning, while believing that all children can learn, and will examine how each learner has a unique set of strengths. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence academic and personal growth by focusing on achievable goals and motivation. This domain is aligned to the NBPTS Proposition #1: Teachers are committed to students and learning.
- 2. Intentional and Integrated Pedagogy:**
 Develop a deep understanding of curriculum and instruction so that student learning experiences are optimized. Graduates will be able to apply this knowledge by designing lessons that not only integrate a strong pedagogical framework but also is based on sound curricular design. This domain is aligned with the NBPTS Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.
- 3. Evidence-Based Decision Making:**
 Develop a wide range of knowledge and skills for gathering and analyzing data that is used to inform decisions about students' development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the student's life. This domain is aligned with NBPTS Proposition #3: Teachers are responsible for managing and monitoring student learning.
- 4. Critically Reflective Practitioner:**
 Examine their own skills and competencies related to curriculum, instruction, and assessment. This reflection will involve collaborating with fellow educators in order to create opportunities for personal professional development. Graduates will use this critical self-evaluation as a platform for improving their effectiveness with students. This domain aligns with NBPTS Proposition #4: Teachers think systematically about their practice and learn from experience, and NBPTS Proposition #5: Teachers are members of learning communities.

- 5. Ethics, Activism, and Advocacy within the Field:**
 Participate as active members and leaders in the education community who remain current on the issues that exist in the field and who advocate for policy changes that improve services for students and conditions for educators. Graduates will behave in an ethical manner, according to the accepted standards of the profession, and demonstrate caring, professional dispositions.
- 6. Curriculum Development and Outcomes Assessment:**
 Apply advanced level skills in effective design, implementation, and evaluation of education strategies, identifying learning needs, and measuring the effectiveness of different teaching strategies, within a variety of settings.

Degree Requirements: 36 Credits

Academic Schedule:

- MED705 - Research on Effective Teaching
- MED710 - Multidisciplinary Foundations of Education
- MED730 - Curriculum Development, Implementation and Evaluation
- MED700 - Integrating Technologies Across the Curriculum
- MED725 - Classroom Environments and Management
- MED720 - The Instructional Role of Assessment
- Mid-Program Proctored Exam
- MED740 - Ethics and Educational Law
- MED760 - Emotional Intelligence and Academic Achievement
- MED761 - Curriculum Mapping and Assessment Data
- MED762 - Schools and Leadership
- MED763 - Academic Portfolios
- Final Proctored Exam
- MED799 - Graduate Capstone

Master in Education with a specialization in Transformational Leadership

Program Description:

This program is for those individuals who seek positions of influence within their workplace setting and who want to become inspirational and motivating leaders in their educational field. The Master of Education in Transformational Leadership is aligned to the professional standards in the field, the National Board for Professional Teaching Standards (NBPTS).

Program Goals:

It is intended that Graduates of the Aspen University Master in Education with a specialization in Transformational Leadership program will learn or be able to do the following:

- 1. Focus on Students and Learning:**
 Study theories of learning, while believing that all children can learn, and will examine how each learner has a unique set of strengths. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence academic and personal growth by focusing on

achievable goals and motivation. This domain is aligned to the NBPTS Proposition #1: Teachers are committed to students and learning.

2. **Intentional and Integrated Pedagogy:**

Develop a deep understanding of curriculum and instruction so that student learning experiences are optimized. Graduates will be able to apply this knowledge by designing lessons that not only integrate a strong pedagogical framework but also is based on sound curricular design. This domain is aligned with the NBPTS Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.

3. **Evidence-Based Decision Making:**

Develop a wide range of knowledge and skills for gathering and analyzing data that is used to inform decisions about students' development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the student's life. This domain is aligned with NBPTS Proposition #3: Teachers are responsible for managing and monitoring student learning.

4. **Critically Reflective Practitioner:**

Examine their own skills and competencies related to curriculum, instruction, and assessment. This reflection will involve collaborating with fellow educators in order to create opportunities for personal professional development. Graduates will use this critical self-evaluation as a platform for improving their effectiveness with students. This domain aligns with NBPTS Proposition #4: Teachers think systematically about their practice and learn from experience, and NBPTS Proposition #5: Teachers are members of learning communities.

5. **Ethics, Activism, and Advocacy within the Field:**

Participate as active members and leaders in the education community who remain current on the issues that exist in the field and who advocate for policy changes that improve services for students and conditions for educators. Graduates will behave in an ethical manner, according to the accepted standards of the profession, and demonstrate caring, professional dispositions.

6. **Transformational Leadership:**

Apply advanced level skills necessary for leadership roles ranging from classroom teaching and program design to education policymaking including the latest advances in education theory, as well as the best methods for effectively implementing changes in schools and their communities.

Degree Requirements: 36 Credits

Academic Schedule:

- MED705 - Research on Effective Teaching
- MED710 - Multidisciplinary Foundations of Education
- MED730 - Curriculum Development, Implementation and Evaluation
- MED700 - Integrating Technologies Across the Curriculum
- MED725 - Classroom Environments and Management
- MED720 - The Instructional Role of Assessment
- Mid-Program Proctored Exam
- MED740 - Ethics and Educational Law
- MED780 - Leadership Basics

- MED781 - Educational Innovation
- MED782 - Shaping School and Community Cultures
- MED783 - Communicating and Framing Leadership Issues and Decisions
- Final Proctored Exam
- MED799 - Graduate Capstone

Master in Education with a specialization in eLearning Pedagogy

Program Description:

This program focuses on preparing the graduate for using best practices in online learning and pedagogical practice. This emphasis will prepare the learner to effectively teach in digital classroom environments. The Master of Education in eLearning Pedagogy is aligned to the professional standards in the field, the National Board for Professional Teaching Standards (NBPTS). Additionally, this degree emphasis is also aligned to the International Society for Technology in Education (ISTE) standards.

Anticipated Learning Outcomes:

It is intended that Graduates of the Aspen University Master in Education with a specialization in eLearning Pedagogy program will learn or be able to do the following:

1. **Focus on Students and Learning:**

Study theories of learning, while believing that all children can learn, and will examine how each learner has a unique set of strengths. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence academic and personal growth by focusing on achievable goals and motivation. This domain is aligned to the NBPTS Proposition #1: Teachers are committed to students and learning.

2. **Intentional and Integrated Pedagogy:**

Develop a deep understanding of curriculum and instruction so that student learning experiences are optimized. Graduates will be able to apply this knowledge by designing lessons that not only integrate a strong pedagogical framework but also is based on sound curricular design. This domain is aligned with the NBPTS Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.

3. **Evidence-Based Decision Making:**

Develop a wide range of knowledge and skills for gathering and analyzing data that is used to inform decisions about students' development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the student's life. This domain is aligned with NBPTS Proposition #3: Teachers are responsible for managing and monitoring student learning.

4. **Critically Reflective Practitioner:**

Examine their own skills and competencies related to curriculum, instruction, and assessment. This reflection will involve collaborating with fellow educators in order to create opportunities for personal professional development.

Graduates will use this critical self-evaluation as a platform for improving their effectiveness with students. This domain aligns with NBPTS Proposition #4: Teachers think systematically about their practice and learn from experience, and NBPTS Proposition #5: Teachers are members of learning communities.

5. **Ethics, Activism, and Advocacy within the Field:**
Participate as active members and leaders in the education community who remain current on the issues that exist in the field and who advocate for policy changes that improve services for students and conditions for educators. Graduates will behave in an ethical manner, according to the accepted standards of the profession, and demonstrate caring, professional dispositions.
6. **eLearning Pedagogy:**
Apply advanced level skills in effective online teaching, understand the most current practices in the field of online education, and implement the range of tools that impact student learning, classroom community, and instructor pedagogy.

Degree Requirements: 36 Credits

Academic Schedule:

- MED705 - Research on Effective Teaching
- MED710 - Multidisciplinary Foundations of Education
- MED730 - Curriculum Development, Implementation and Evaluation
- MED700 - Integrating Technologies Across the Curriculum
- MED725 - Classroom Environments and Management
- MED720 - The Instructional Role of Assessment
- Mid-Program Proctored Exam
- MED740 - Ethics and Educational Law
- EDU500 - Critical Issues in eLearning Paradigms
- EDU505 - Developing Community and Student Engagement in Online Contexts
- EDU510 - Designing High Impact eLearning Environments
- EDU515 - Pedagogical Tools for eLearning
- Final Proctored Exam
- MED799 - Graduate Capstone

Doctor of Education in Leadership and Learning with a specialization in Health Care Administration and Leadership

Program Description:

The Doctor of Education with an emphasis in Health Care Administration and Leadership focuses on preparing individuals for leadership roles in health care systems or nursing education programs that are quickly changing environments and that often have a high degree of unpredictability. Through practical, real-world applications, learners will gain adeptness with leading health care practitioners and nursing educators to create cultures that are highly innovative, ethical, and evidenced-based. Individuals seeking greater knowledge and skills in accreditation policies and practices for health care settings, integration of health care technology strategies, and financial management of those environments would benefit most from this doctoral degree emphasis.

Program Goals:

It is intended that Graduates of the Aspen University Doctor of Education in Leadership and Learning with a specialization in Health Care Administration and Leadership program will learn or be able to do the following:

1. **Collaborative and Ethical Leadership:**
Apply collaborative problem-solving techniques that move teams towards goal achievement. Graduates will adhere to the ethical standards of their field and will model this framework for colleagues.
2. **Transformational Leadership:**
Implement theoretical and practical models of leadership that motivate and transform individuals to achieve together and to participate in personal, professional growth.
3. **Reflective Scholarship:**
Reflect on their own effectiveness as a team member and a leader by comparing their performance to the achievement of established goals by using evidence-based decision-making.
4. **Health Care Administration and Leadership:**
Apply advanced level skills for leadership roles in health care systems or nursing education programs while leading health care practitioners and nursing educators in accreditation policies and practices for health care settings, integration of health care technology strategies, and financial management.

Degree Requirements: 60 Credits

Academic Schedule:

- EDD830 - Leadership Theory
- RSH900 - Doctoral Writing and Inquiry into Research
- EDD832 - Human Potential and Motivation
- EDN810 - The Nature of Health Care Organizations and Systems
- EDN812 - Legal and Ethical Issues in Health Care Administration
- EDD834 - Creating Strategic Change That Lasts
- RSH910 - Research Design and Methodology
- EDD836 - Project Management Techniques
- RSH912 - Introduction to the Dissertation
- EDN814 - Nursing Accreditation and Advocacy in the Profession
- EDD838 - Building Successful Organizations that Endure
- RSH914 - Techniques and Interpretation for Statistical Analysis
- EDN816 - Financial Management in Healthcare Environments
- EDN818 - Innovation and Technology in Health Care
- RSH916 - Problem-Based Research in Action
- EDN820 - Evidence-Based Practice and Quality Improvement
- Comprehensive Proctored Exam
- EDD820 - Dissertation I: Dissertation Committee Selection and Research Proposal
- EDD821 - Dissertation II: Literature Review, Methodology, and IRB Process
- EDD822 - Dissertation III: Research and Results
- EDD823 - Dissertation IV: Conclusions, Oral Defense, and Publication

Doctor of Education in Leadership and Learning with a specialization in Higher Education Leadership

Program Description:

The Doctor of Education with an emphasis in Higher Education Leadership focuses on preparing individuals for leadership roles in higher education settings that are quickly changing environments and that often have a high degree of unpredictability and accountability. Through practical, real-world applications, learners will gain adeptness with leading college and university administrators and faculty to create cultures that promote student success. Individuals seeking greater knowledge and skills in accreditation policies and practices for higher education settings, strategies for developing scholarship and inclusive governance, historical and legal perspectives, and financial management of those environments would benefit most from this doctoral degree emphasis.

Program Goals:

It is intended that Graduates of the Aspen University Doctor of Education in Leadership and Learning with a specialization in Higher Education Leadership program will learn or be able to do the following:

- 1. Collaborative and Ethical Leadership:**
Apply collaborative problem-solving techniques that move teams towards goal achievement. Graduates will adhere to the ethical standards of their field and will model this framework for colleagues.
- 2. Transformational Leadership:**
Implement theoretical and practical models of leadership that motivate and transform individuals to achieve together and to participate in personal, professional growth.
- 3. Reflective Scholarship:**
Reflect on their own effectiveness as a team member and a leader by comparing their performance to the achievement of established goals by using evidence-based decision-making.
- 4. Higher Education Leadership:**
Apply advanced level skills for leadership roles in higher education settings while leading college and university administrators and faculty in accreditation policies and practices, strategies for developing scholarship and inclusive governance, historical and legal perspectives, and financial management.

Degree Requirements: 60 Credits

Academic Schedule:

- EDD830 - Leadership Theory
- RSH900 - Doctoral Writing and Inquiry into Research
- EDD832 - Human Potential and Motivation
- EDH810 - Historical and Legal Perspectives in Higher Education
- EDH812 - Student Affairs and Development in Higher Education
- EDD834 - Creating Strategic Change That Lasts

- RSH910 - Research Design and Methodology
- EDD836 - Project Management Techniques
- RSH912 - Introduction to the Dissertation
- EDH814 - Accountability and Accreditation
- EDD838 - Building Successful Organizations that Endure
- RSH914 - Techniques and Interpretation for Statistical Analysis
- EDH816 - Strategic Planning
- EDH818 - Financial Management and Enrollment Development
- RSH916 - Problem-Based Research in Action
- EDH820 - Building Scholarship and Organizational Governance
- Comprehensive Proctored Exam
- EDD820 - Dissertation I: Dissertation Committee Selection and Research Proposal
- EDD821 - Dissertation II: Literature Review, Methodology, and IRB Process
- EDD822 - Dissertation III: Research and Results
- EDD823 - Dissertation IV: Conclusions, Oral Defense, and Publication

Doctor of Education in Leadership and Learning with a specialization in K-12 Educational Leadership

Program Description:

The Doctor of Education with an emphasis in K-12 Educational Leadership focuses on preparing individuals for leadership roles in school systems that are quickly changing environments and that often have a high degree of unpredictability. Through practical, real-world applications, learners will gain adeptness with leading educators to create continuous and permanent change that impacts student learning and classroom practices. Individuals seeking greater knowledge and skills in educational policies affecting K-12 classrooms, technology integration strategies, and techniques for positively influencing school culture would benefit most from this doctoral degree emphasis.

Program Goals:

It is intended that Graduates of the Aspen University Doctor of Education in Leadership and Learning with a specialization in K-12

Educational Leadership program will learn or be able to do the following:

- 1. Collaborative and Ethical Leadership:**
Apply collaborative problem-solving techniques that move teams towards goal achievement. Graduates will adhere to the ethical standards of their field and will model this framework for colleagues.
- 2. Transformational Leadership:**
Implement theoretical and practical models of leadership that motivate and transform individuals to achieve together and to participate in personal, professional growth.

3. Reflective Scholarship:

Reflect on their own effectiveness as a team member and a leader by comparing their performance to the achievement of established goals by using evidence-based decision-making.

4. K12 Educational Leadership:

Apply advanced level skill for leadership roles in school systems through practical, real-world applications with adeptness for leading educators to create continuous and permanent change that impacts student learning and classroom practices.

Degree Requirements: 60 Credits

Academic Schedule:

- EDD830 - Leadership Theory
- RSH900 - Doctoral Writing and Inquiry into Research
- EDD832 - Human Potential and Motivation
- EDD815 - Psychology of Education
- EDD805 - Educational Leadership and Organizational Behavior
- EDD834 - Creating Strategic Change That Lasts
- RSH910 - Research Design and Methodology
- EDD836 - Project Management Techniques
- RSH912 - Introduction to the Dissertation
- EDD807 - Law, Policy, and Practice in Education
- EDD838 - Building Successful Organizations that Endure
- RSH914 - Techniques and Interpretation for Statistical Analysis
- EDD818 - Continuous Improvement in Education
- EDD811 - Technology in Education
- RSH916 - Problem-Based Research in Action
- EDD816 - Faculty Development
- Comprehensive Proctored Exam
- EDD820 - Dissertation I: Dissertation Committee Selection and Research Proposal
- EDD821 - Dissertation II: Literature Review, Methodology, and IRB Process
- EDD822 - Dissertation III: Research and Results
- EDD823 - Dissertation IV: Conclusions, Oral Defense, and Publication

Doctor of Education in Leadership and Learning with a specialization in Organizational Leadership

Program Description:

The Doctor of Education with an emphasis in Organizational Leadership focuses on preparing individuals for leadership roles in organizations that are quickly changing environments and that often have a high degree of unpredictability. Through practical, real-world applications, learners will gain adeptness with leading teams, both within and across multicultural contexts, while maintaining high ethical standards in all business practices. Individuals seeking greater knowledge and skills in adult learning paradigms, effective leadership strategies, and innovative entrepreneurship development would benefit most from this doctoral degree emphasis.

Program Goals:

It is intended that Graduates of the Aspen University Doctor of Education in Leadership and Learning with a specialization in Organizational Leadership program will learn or be able to do the following:

1. Collaborative and Ethical Leadership:

Apply collaborative problem-solving techniques that move teams towards goal achievement. Graduates will adhere to the ethical standards of their field and will model this framework for colleagues.

2. Transformational Leadership:

Implement theoretical and practical models of leadership that motivate and transform individuals to achieve together and to participate in personal, professional growth.

3. Reflective Scholarship:

Reflect on their own effectiveness as a team member and a leader by comparing their performance to the achievement of established goals by using evidence-based decision-making.

4. Organizational Leadership:

Apply advanced level skills for leadership roles in organizations through practical, real-world applications, with adeptness for leading teams, both within and across multicultural contexts, while maintaining high ethical standards in all business practices.

Degree Requirements: 60 Credits

Academic Schedule:

- EDD830 - Leadership Theory
- RSH900 - Doctoral Writing and Inquiry into Research
- EDD832 - Human Potential and Motivation
- EDO810 - Organizational Theory
- EDO812 - Innovation and Entrepreneurship
- EDD834 - Creating Strategic Change That Lasts
- RSH910 - Research Design and Methodology
- EDD836 - Project Management Techniques
- RSH912 - Introduction to the Dissertation
- EDO814 - Adult Learning Theory
- EDD838 - Building Successful Organizations that Endure
- RSH914 - Techniques and Interpretation for Statistical Analysis
- EDO816 - Leading in Highly Uncertain and Rapidly Changing Environments
- EDO818 - Leading Across Contexts and Cultures
- RSH916 - Problem-Based Research in Action
- EDO820 - Ethical Issues in Leading Organizations
- Comprehensive Proctored Exam
- EDD820 - Dissertation I: Dissertation Committee Selection and Research Proposal
- EDD821 - Dissertation II: Literature Review, Methodology, and IRB Process
- EDD822 - Dissertation III: Research and Results
- EDD823 - Dissertation IV: Conclusions, Oral Defense, and Publication

Doctor of Education in Leadership and Learning with a specialization in Organizational Psychology

Program Description:

The Doctor of Education with an emphasis in Organizational Psychology focuses on preparing individuals for leadership roles in various organizational and industrial settings that are quickly changing environments and that often have a high degree of unpredictability. Through practical, real-world applications, learners will gain adeptness with understanding the psychology of groups and organizational cultures with attention on leading permanent change efforts. Individuals seeking greater knowledge and skills in the psychology of effective leaders, the foundations in organizational and industrial psychology, and a deep awareness of professional and ethical standards in the field would benefit most from this doctoral degree emphasis.

Program Goals:

It is intended that Graduates of the Aspen University Doctor of Education in Leadership and Learning with a specialization in Organizational Psychology program will learn or be able to do the following:

- 1. Collaborative and Ethical Leadership:**
Apply collaborative problem-solving techniques that move teams towards goal achievement. Graduates will adhere to the ethical standards of their field and will model this framework for colleagues.
- 2. Transformational Leadership:**
Implement theoretical and practical models of leadership that motivate and transform individuals to achieve together and to participate in personal, professional growth.
- 3. Reflective Scholarship:**
Reflect on their own effectiveness as a team member and a leader by comparing their performance to the achievement of established goals by using evidence-based decision-making.
- 4. Organizational Psychology:**
Apply advanced level skills for leadership roles in various organizational and industrial settings, through practical, real-world applications, with adeptness for understanding the psychology of groups and organizational cultures.

Degree Requirements: 60 Credits

Academic Schedule:

- EDD830 - Leadership Theory
- RSH900 - Doctoral Writing and Inquiry into Research
- EDD832 - Human Potential and Motivation
- EDP810 - The Psychology of Leadership
- EDP812 - Foundations of Industrial and Organizational Psychology
- EDD834 - Creating Strategic Change That Lasts
- RSH910 - Research Design and Methodology
- EDD836 - Project Management Techniques
- RSH912 - Introduction to the Dissertation
- EDP814 - The Social Psychology of Groups

- EDD838 - Building Successful Organizations that Endure
- RSH914 - Techniques and Interpretation for Statistical Analysis
- EDP816 - Cultural Perspectives in Psychology
- EDP818 - Cognitive and Affective Principles in Psychology
- RSH916 - Problem-Based Research in Action
- EDP820 - Ethics and Professional Standards in Psychology
- Comprehensive Proctored Exam
- EDD820 - Dissertation I: Dissertation Committee Selection and Research Proposal
- EDD821 - Dissertation II: Literature Review, Methodology, and IRB Process
- EDD822 - Dissertation III: Research and Results
- EDD823 - Dissertation IV: Conclusions, Oral Defense, and Publication

Certificate in eLearning Pedagogy

Program Description:

This program prepares instructors to effectively teach online, understand the most current practices in the field of online education, and implement the range of tools that impact student learning, classroom community, and instructor pedagogy. This is a post-bac, graduate-level program, and it does not lead to any certification or degree.

The eLearning Pedagogy Certificate is aligned to the International Society for Technology in Education (ISTE-T) standards for teachers.

Degree Requirements: 15 Credits

Academic Schedule:

- EDU500 - Critical Issues in eLearning Paradigms
- EDU505 - Developing Community and Student Engagement in Online Contexts
- EDU510 - Designing High Impact eLearning Environments
- EDU515 - Pedagogical Tools for eLearning
- EDU520 - Adult Learning and the Digital World

School of Business and Technology

Bachelor of Science in Business Administration

Program Description:

The Bachelor of Science in Business Administration (BSBA) program educates students in the foundations of general business knowledge and prepares them to apply ethical reasoning and discerning critical thought while presenting the strong communication and analytical skills needed to lead and manage corporate organizations.

The comprehensive curriculum is designed to provide students with a competitive edge when pursuing or advancing in business management careers, whether as leaders in the corporate world or as entrepreneurs.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Business Administration program will learn or be able to do the following:

1. **Professional Skills:**
Apply learned professional administration and business management skills in multiple settings within a legal and ethical framework.
2. **Personal and Social Responsibility:**
Contribute to the development of policies and procedures within business environments that demonstrate a sensitivity to the cultural diversity reflected in the changing demographics of society.
3. **Management and Communication skills:**
Utilize a variety of communication skills to foster improvements in management systems, processes, and organizations.
4. **Leadership:**
Influence positive change through collaborative leadership within organizations using thoughtful analysis, critical thought, and applied concepts.

Degree Requirements: 120 Credits

Academic Schedule:

- COM100 - Introduction to Communications
- MAT200 - Principles of Accounting I
- Elective Choice
- MAT201 - Principles of Accounting II
- CMP160 - English Composition I
- Natural and Physical Sciences Choice
- Elective Choice
- Proctored Exam I
- COM220 - Management Communication
- Social and Behavioral Sciences Choice
- SBS210 - Principles of Macroeconomics
- Elective Choice
- Elective Choice
- Natural and Physical Sciences Choice
- Elective Choice
- CMP170 - English Composition II
- SBS211 - Principles of Microeconomics
- Social and Behavioral Sciences Choice
- Humanities Choice
- Elective Choice
- COM230 - Human Resource Management
- Proctored Exam II
- BUS210 - Business Fundamentals
- MGT414 - Principles of Management
- BUS320 - Principles of Marketing
- BUS305 - Business Research and Communications
- MAT350 - Quantitative Methods
- MGT464 - Organizational Behavior

- MAT444 - Finance for Managers
- BUS225 - Legal Environment of Business
- BUS454 - Ethical Decision Making for Business
- CIS315 - Business Information Systems
- Final Proctored Exam
- CIS490 - Introduction to eBusiness
- MGT240 - Operations Management
- MGT215 - Customer Relationship Management
- CIS434 - Internet Marketing
- MGT474 - Fundamentals of Project Management
- BUS484 - Entrepreneurship
- BUS495 - International Business
- MGT424 - Leadership in Organizations
- MGT494 - Strategic Management
- BUS499 - Senior Capstone

Bachelor of Science in Business Administration, (Completion Program)

Program Description:

The Bachelor of Science in Business Administration (BSBA) program educates students in the foundations of general business knowledge and prepares them to apply ethical reasoning and discerning critical thought while presenting the strong communication and analytical skills needed to lead and manage corporate organizations.

The comprehensive curriculum is designed to provide students with a competitive edge when pursuing or advancing in business management careers, whether as leaders in the corporate world or as entrepreneurs.

Program Goals:

It is intended that Graduates of the Aspen University Bachelor of Science in Business Administration (Completion) program will learn or be able to do the following:

1. **Professional Skills:**
Apply learned professional administration and business management skills in multiple settings within a legal and ethical framework.
2. **Personal and Social Responsibility:**
Contribute to the development of policies and procedures within business environments that demonstrate a sensitivity to the cultural diversity reflected in the changing demographics of society.
3. **Management and Communication skills:**
Utilize a variety of communication skills to foster improvements in management systems, processes, and organizations.
4. **Leadership:**
Influence positive change through collaborative leadership within organizations using thoughtful analysis, critical thought, and applied concepts.

Degree Requirements: 60 Credits

Academic Schedule:

- BUS210 - Business Fundamentals
- MGT414 - Principles of Management
- BUS320 - Principles of Marketing
- BUS305 - Business Research and Communications
- MAT350 - Quantitative Methods
- MGT464 - Organizational Behavior
- MAT444 - Finance for Managers
- BUS225 - Legal Environment of Business
- BUS454 - Ethical Decision Making for Business
- Mid-Program Proctored Exam
- CIS315 - Business Information Systems
- CIS490 - Introduction to eBusiness
- MGT240 - Operations Management
- MGT215 - Customer Relationship Management
- CIS434 - Internet Marketing
- MGT474 - Fundamentals of Project Management
- BUS484 - Entrepreneurship
- BUS495 - International Business
- MGT424 - Leadership in Organizations
- MGT494 - Strategic Management
- Final Proctored Exam
- BUS499 - Senior Capstone

Additional Information:

The degree completion program is designed to benefit students who successfully have completed a minimum of 60 credit hours of undergraduate studies, including general education requirements, or who have earned an associates degree from an accredited institution. Please note that a minimum GPA of 2.0 is required for transfer credits.

Master in Business Administration with a specialization in Finance

Program Description:

The MBA with an emphasis in finance prepares students to assume a leadership role in managing their organization's fiscal policy and operations. Students will gain the knowledge and skills necessary to perform creatively, ethically, and effectively within any organization or industry, and to apply accounting practices and financial management techniques effectively in making management decisions.

Program Goals:

It is intended that Graduates of the Aspen University Master in Business Administration with a specialization in Finance program will learn or be able to do the following:

1. **Ethics:**
Exhibit the ethical standards that provide a framework for responsible decision making in business.
2. **Professional Skills:**
Develop the critical analysis, problem solving, technical aptitude, and communication skills required in forprofit and not-for-profit organizational environments.

3. **Management Skills:**

Analyze and apply the principles and practices of planning, organizing, coordinating, directing, and oversight that are required to leverage a project's internal interests in relation to the organization as a whole and to the total business, economic, political, technological, and social environments reflective of the particular MBA area of study.

4. **Management Strategies:**

Evaluate and select strategies to manage a project or complex organization utilizing SWOT analyses and employing of action plans.

5. **Finance:**

Apply the qualitative and quantitative finance skills needed to function successfully in either a corporate environment or as a small business owner.

Degree Requirements: 36 Credits

Academic Schedule:

- MGT500 - Management
- BUS530 - Marketing Management
- BUS560 - Business Ethics
- CIS685 - eBusiness
- MGT520 - Quantitative Analysis
- BUS510 - Managerial Accounting
- Mid-Program Proctored Exam
- BUS550 - Business Finance
- BUS540 - Managerial Economics
- BUS551 - Corporate Financial Management
- BUS552 - Innovative Finance and Venture Capital
- BUS553 - Global Corporate Finance
- Final Proctored Exam
- BUS799 - Graduate Capstone

Master in Business Administration with a specialization in Information Management

Program Description:

Aspen University's MBA Specialization in Information Management program equips business professionals and entrepreneurs to deal with the proliferation of information technologies and the need for managing the flow of information effectively both within an organization and between the organization and its various constituencies. It provides students with an understanding of essential business principles and technical topics, such as technology integration and e-Business strategies.

Program Goals:

It is intended that Graduates of the Aspen University Master in Business Administration with a specialization in Information Management program will learn or be able to do the following:

1. **Ethics:**
Exhibit the ethical standards that provide a framework for responsible decision making in business.
2. **Professional Skills:**
Develop the critical analysis, problem solving, technical aptitude, and communication skills required in forprofit and not-for-profit organizational environments.

3. Management Skills:

Analyze and apply the principles and practices of planning, organizing, coordinating, directing, and oversight that are required to leverage a project's internal interests in relation to the organization as a whole and to the total business, economic, political, technological, and social environments reflective of the particular MBA area of study.

4. Management Strategies:

Evaluate and select strategies to manage a project or complex organization utilizing SWOT analyses and employing of action plans.

5. Information Management:

Provide leadership in business technology implementation and management.

Degree Requirements: 36 Credits

Academic Schedule:

- MGT500 - Management
- BUS530 - Marketing Management
- BUS560 - Business Ethics
- CIS685 - eBusiness
- MGT520 - Quantitative Analysis
- BUS510 - Managerial Accounting
- Mid-Program Proctored Exam
- BUS550 - Business Finance
- BUS540 - Managerial Economics
- MGT645 - Project Management Essentials
- CIS525 - Information Systems Strategic Planning
- CIS545 - Emerging Technologies
- Final Proctored Exam
- BUS799 - Graduate Capstone

Master in Business Administration with a specialization in Project Management

Program Description:

The MBA with specialization in project management provides students with the skills essential to operating effectively in corporations and start-ups organized around project-driven teams, as most are today. Because of Aspen's demonstrated commitment to project management and recognized solid professional development infrastructure for the project management profession, we are approved as a Project Management Institute (PMI) Charter Registered Education Provider. Our MBA with specialization in project management covers all of the knowledge areas in PMI's "Guide to the Project Management Body of Knowledge". Learners who successfully complete this MBA degree will be well on their way to Project Management Professional (PMP)[®] certification. For additional certification requirements, please contact PMI (www.pmi.org).

Anticipated Learning Outcomes:

It is intended that Graduates of the Aspen University Master in Business Administration with a specialization in Project Management program will learn or be able to do the following:

1. Ethics:

Exhibit the ethical standards that provide a framework for responsible decision making in business.

2. Professional Skills:

Develop the critical analysis, problem solving, technical aptitude, and communication skills required in forprofit and not-for-profit organizational environments.

3. Management Skills:

Analyze and apply the principles and practices of planning, organizing, coordinating, directing, and oversight that are required to leverage a project's internal interests in relation to the organization as a whole and to the total business, economic, political, technological, and social environments reflective of the particular MBA area of study.

4. Management Strategies:

Evaluate and select strategies to manage a project or complex organization utilizing SWOT analyses and employing of action plans.

5. Project Management:

Demonstrate the technical aptitude and qualitative and quantitative skills to manage projects that are aligned with an organizational strategy to maximize return on investment (ROI).

Degree Requirements: 36 Credits

Academic Schedule:

- MGT500 - Management
- BUS530 - Marketing Management
- BUS560 - Business Ethics
- MGT570 - Advanced Strategic Management
- MGT520 - Quantitative Analysis
- BUS510 - Managerial Accounting
- Mid-Program Proctored Exam
- BUS550 - Business Finance
- BUS540 - Managerial Economics
- MGT645 - Project Management Essentials
- MGT646 - Project Management Organizational Framework
- MGT647 - Project Management Integration Framework
- Final Proctored Exam
- BUS799 - Graduate Capstone

Additional Information:

Applicants who hold valid and current PMP[®] certification are eligible to receive nine credits in lieu of the following courses: MGT645 Project Management Essentials, MGT646 Project Management Organizational Framework, and MGT647 Project Management Integration Framework.

Master of Science in Information Management

Program Description:

In a competitive world, it's been said that information is power. The true power comes from having the right amount of the right information properly processed and in the hands of the right people at the right time in a useful form. Properly managing the processes of information gathering, assessment, processing, distributing, interpreting, deciding, and acting in a timely and appropriate manner differentiates the winners from the rest. Aspen's Master of Science in Information Management program is designed to provide the learner with the foundational vocabulary, concepts, knowledge and skills Information Management professionals require, including the impact of technology change, and the need to appreciate organizational behaviors, especially during times of stress and change.

In addition to helping students build a targeted set of skills through traditional course work, prior to graduation students will complete an individualized project that will allow them to apply the knowledge and skills they have acquired to create an integrated, sophisticated project that is suitable for inclusion in their portfolio.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Information Management program will learn or be able to do the following:

- 1. Information Analysis:**
Illustrate how information flows through an enterprise.
- 2. Technology:**
Use technology effectively in organizations.
- 3. Role of Information Systems:**
Describe how information systems can shape and assist in the growth of an organization.
- 4. Application:**
Develop the essential knowledge and skills that permit bridging the gap between information management and its practical application within an organization.
- 5. Implementation:**
Demonstrate strategies for managing the implementation of information technology both profitably and efficiently in an organization.
- 6. Decision Making:**
Employ the principles and ethics needed for informed decision-making and effective leadership in information management.

Degree Requirements: 36 Credits

Academic Schedule:

- CIS515 - Management of Information Systems
- CIS525 - Information Systems Strategic Planning
- CIS535 - Telecommunications
- MGT645 - Project Management Essentials
- CIS605 - Customers, Markets, and Technology

- BUS560 - Business Ethics
- Mid-Program Proctored Exam
- MGT505 - Managing in an Age of Information Technology Change
- CIS634 - Strategic Management of Technology and Innovation
- MGT590 - Advanced Organizational Behavior
- CIS685 - eBusiness
- CIS545 - Emerging Technologies
- Final Proctored Exam
- SIM799 - Graduate Capstone

Master of Science in Information Systems with a specialization in Enterprise Application Development

Program Description:

Most all business and a growing fraction of all other human endeavors use if not depend upon Information Systems to implement critical aspects of their Knowledge Management process. Understanding the information management needs of a client is just the starting point. There are so many potential solutions, each with a unique cost / benefit trade-offs and consequence profiles, it is impossible to assert that one solution or another is optimal, even if all of the requirements were fully known and understood. Aspen's Master of Science in Information Systems programs are designed to provide computing professionals the knowledge and skills required to be effective individual and team contributors to all aspects of the information systems lifecycle from business needs and requirements, through acquisition and development, to deployment, installation, test, and operations, with a focus on development.

The Applications Development specialization focuses on standalone applications as well as client/server and other networked solutions. In addition to helping students build a targeted set of skills through traditional course work, prior to graduation students will complete an individualized project that will allow them to apply the knowledge and skills they have acquired to create an integrated, sophisticated project that is suitable for inclusion in their portfolio.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Information Systems with a specialization in Enterprise Application Development program will learn or be able to do the following:

- 1. Modern Technologies:**
Gain practical expertise in modern technologies relevant to industrial computing and information systems.
- 2. Technology Foundation:**
Develop a working foundation of information technologies to use them effectively for different types of applications.
- 3. System Management:**
Integrate analysis and design skills for various information systems necessary to manage system development projects.
- 4. Problem Solving:**
Demonstrate problem solving and creative thinking skills.

5. **Data Management Plan:**
Apply an ability to plan and direct creative solutions to meet the needs of a data management environment.
6. **Application Development:**
Develop general programming, application, and web development skills.
7. **Enterprise Application Development:**
Exhibit the technical skills required to plan, implement, and control enterprise applications that support business requirements.

Degree Requirements: 36 Credits

Academic Schedule:

- CIS515 - Management of Information Systems
- CIS680 - Object Oriented Analysis & Design with UML
- CIS670 - C++ Programming for C Programmers
- CIS656 - Relational Database Design
- CIS658 - Java Programming
- CIS685 - eBusiness
- Mid-Program Proctored Exam
- CIS660 - Website Development with HTML/JavaScript
- CIS525 - Information Systems Strategic Planning
- CIS655 - XML Programming
- CIS657 - Enterprise JavaBeans and J2EE
- MGT649 - Information Technology Project Management
- Final Proctored Exam
- SIS799 - Graduate Capstone

Master of Science in Information Systems with a specialization in Web Development

Program Description:

Most all business and a growing fraction of all other human endeavors use if not depend upon Information Systems to implement critical aspects of their Knowledge Management process. Understanding the information management needs of a client is just the starting point. There are so many potential solutions, each with a unique cost / benefit trade-offs and consequence profiles, it is impossible to assert that one solution or another is optimal, even if all of the requirements were fully known and understood. Aspen's Master of Science in Information Systems programs are designed to provide computing professionals the knowledge and skills required to be effective individual and team contributors to all aspects of the information systems lifecycle from business needs and requirements, through acquisition and development, to deployment, installation, test, and operations, with a focus on development.

The Web Development specialization is designed to provide the professional with an array of online and cloud-based solution skills appropriate for the full range of commonly used web sites and web applications. In addition to helping students build a targeted set of skills through traditional course work, prior to graduation students will complete an individualized project that will allow them to apply the knowledge and skills they have acquired to create an integrated, sophisticated project that is suitable for inclusion in their portfolio.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Information Systems with a specialization in Web Development program will learn or be able to do the following:

1. **Modern Technologies:**
Gain practical expertise in modern technologies relevant to industrial computing and information systems.
2. **Technology Foundation:**
Develop a working foundation of information technologies to use them effectively for different types of applications.
3. **System Management:**
Integrate analysis and design skills for various information systems necessary to manage system development projects.
4. **Problem Solving:**
Demonstrate problem solving and creative thinking skills.
5. **Data Management Plan:**
Apply an ability to plan and direct creative solutions to meet the needs of a data management environment.
6. **Application Development:**
Develop general programming, application, and web development skills.
7. **Web Development:**
Exhibit the technical skills necessary to create interactive and customer-friendly websites that promote the products and services of the organization.

Degree Requirements: 36 Credits

Academic Schedule:

- CIS515 - Management of Information Systems
- CIS680 - Object Oriented Analysis & Design with UML
- CIS670 - C++ Programming for C Programmers
- CIS656 - Relational Database Design
- CIS650 - ASP.Net Programming
- CIS685 - eBusiness
- Mid-Program Proctored Exam
- CIS660 - Website Development with HTML/JavaScript
- CIS653 - Perl Programming and CGI Scripting
- CIS655 - XML Programming
- CIS654 - PHP Programming
- MGT649 - Information Technology Project Management
- Final Proctored Exam
- SIS799 - Graduate Capstone

Master of Science in Information Technology

Program Description:

Investments in information management processes and the systems to support them as well as the costs associated with storing the information can be significant, even for small firms. Information management is not typically part of secondary school education and is seldom part of efforts to introduce computing in college. As a result, most people in business have little appreciation for or even basic ideas about information technology let alone what the issues are, the tool and technology

options, or the best practice solutions. Aspen's Master of Science in Information Technology provides a solid foundation and the requisite knowledge and skills for the professional to join a firm's IT team and quickly add value.

In addition to helping students build a targeted set of skills through traditional course work, prior to graduation students will complete an individualized project that will allow them to apply the knowledge and skills they have acquired to create an integrated, sophisticated project that is suitable for inclusion in their portfolio.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Information Technology program will learn or be able to do the following:

1. **IT Career:**
Explore mid- and upper-level information technology careers in a variety of business settings.
2. **Business Leadership:**
Analyze vendor-neutral information technology principles, end user and stakeholder requirements, and technologies necessary in leading and/or managing information technology projects.
3. **Organization:**
Develop the ability to plan, organize, and manage technology, people, and resources for e-business strategic frameworks, organizational efficiency, and growth.
4. **Fundamental Skills:**
Exhibit fundamental technical skills for data communications, systems design, enterprise social network development, and project management.

Degree Requirements: 36 Credits

Academic Schedule:

- CIS515 - Management of Information Systems
- CIS525 - Information Systems Strategic Planning
- CIS535 - Telecommunications
- MGT645 - Project Management Essentials
- MGT646 - Project Management Organizational Framework
- CIS665 - Data Communications
- Mid-Program Proctored Exam
- CIS675 - Systems Design
- MGT647 - Project Management Integration Framework
- CIS695 - Intranets
- CIS685 - eBusiness
- CIS545 - Emerging Technologies
- Final Proctored Exam
- SIT799 - Graduate Capstone

Master of Science in Technology and Innovation

Program Description:

The creation of new and innovative solutions requires a unique blend of skills in solution creation as well as talent to assess new technologies and weaving the most promising into key elements of real worlds systems. The trick is to go beyond replicating the old way with new technologies to a completely different way of working, which better leverages the people and the other system elements to produce significantly enhanced value. Success requires not only an effective solution, but also requires support to help all involved through the transformation from the old way of working to the new. Aspen's program for Technology and Innovation provides the proper mix of technical knowledge, skill, and insight with the business insight and change management expertise to both plan for and assist new product deployments achieve success.

In addition to helping students build a targeted set of skills through traditional course work, prior to graduation students will complete an individualized project that will allow them to apply the knowledge and skills they have acquired to create an integrated, sophisticated project that is suitable for inclusion in their portfolio.

Program Goals:

It is intended that Graduates of the Aspen University Master of Science in Technology and Innovation program will learn or be able to do the following:

1. **Technology Management:**
Cultivate the management skills, essential concepts, and strategic insight required by information technology professionals to adopt new technology and/or use existing technology in new ways.
2. **Technology Implementation:**
Apply an advanced theoretical and practical framework including the efficiencies, productivity, quality, competitive positioning, and strategy needed to profit from technological innovation.
3. **IT Career:**
Explore mid- and upper-level information technology careers in a variety of business settings.
4. **Business Requirements:**
Integrate underlying business concepts and needs with the requirements of end users and stakeholders to select and utilize technologies that address requirements of the business.
5. **Leadership and Decision-making skills:**
Employ the principles and ethics needed for informed decision-making and effective leadership in information technology positions.

Degree Requirements: 36 Credits

Academic Schedule:

- CIS515 - Management of Information Systems
- CIS525 - Information Systems Strategic Planning
- CIS535 - Telecommunications
- CIS680 - Object Oriented Analysis & Design with UML
- CIS656 - Relational Database Design
- BUS560 - Business Ethics
- Mid-Program Proctored Exam
- CIS634 - Strategic Management of Technology and Innovation
- CIS675 - Systems Design
- CIS660 - Website Development with HTML/JavaScript
- CIS635 - Decision Support Systems
- CIS545 - Emerging Technologies
- Final Proctored Exam
- STI799 - Graduate Capstone

Doctor of Science in Computer Science

Program Description:

The DCS program recruits individuals from diverse settings and communities who seek to become effective technological innovators, who exhibit a foundational knowledge in computer science (e.g. Object Oriented Programming, data structures, analysis of algorithms, and discrete mathematics) and use this knowledge to ask questions and creatively think in order to determine the best uses of technological innovation in a variety of fields and apply technological methods to create systems that benefit and improve business and society.

The mission of the DCS program is to provide quality education grounded in theoretical and empirical research, in order to prepare students to assume positions as technological innovators in the professional workforce. The program provides an academically rigorous learning environment that encourages creative thought in technical and theoretical issues so that students have the ability to apply their educational foundation in a variety of real-life settings.

The mission of the Doctor of Science in Computer Science program is to provide a deep understanding and systemic ability to apply doctoral-level research and writing, discrete and statistical mathematics, economic and operations theory, technology and innovations management, simulation, modeling, algorithmic design, logic, programming constructs, and automata complexity theory to business and societal topics.

This doctorate program is broad in scope, preparing students in the application, research, analysis, and evaluation of past and emerging computer software design topics and applications.

Throughout the program, students engage in the research, inquiry, and application of computer software design related topics, with a special focus on the evaluation and identification of new possibilities for computer technology and algorithm-based applications. Students work individually and in the learning community setting through applied course projects, assignments, deep research, ideation, cross-disciplinary assignments, and online communications. Completion of the dissertation follows Aspen University's mentorship model and produces a unique new piece of knowledge of societal value to the field of computer science.

Program Goals:

It is intended that Graduates of the Aspen University Doctor of Science in Computer Science program will learn or be able to do the following:

1. **Computer Proficiency:**
Reflect on their own possibilities and current opportunities in the computer science field.
2. **Literature:**
Read and study a broad range of highly interdisciplinary literature.
3. **Research Skills:**
Acquire the skills necessary to research and more fully grasp the complexity of the computer science field.
4. **Knowledge:**
Draw on the knowledge and experience of both faculty and fellow cohort members.
5. **Critical Thinking:**
Develop a profound understanding of business, personal, and societal transformation opportunities as they relate to the computer sciences.
6. **Innovation:**
Articulate effective vision and describe possible new applications within the computer science field.
7. **Scholarly Writing:**
Practice scholarly writing expected in doctoral-level work.
8. **Computer**
Application: Apply computer science concepts and best practices.
9. **Technology:**
Understand and be able to leverage the computer sciences in an economic and operational context.
10. **Application:**
Produce unique research and application of computer science topics that advance the field.

Degree Requirements: 60 Credits

Academic Schedule:

- RSH900 - Doctoral Writing and Inquiry into Research
- DCS901 - Discrete Mathematics for Computer Scientists
- DCS902 - Concurrent and Distributed Systems
- DCS903 - System Metrics & Risk Management
- RSH901 - Techniques and Interpretation for Advanced Statistical Research
- DCS904 - Modern Compiler Design
- DCS905 - Simulation and Modeling
- DCS906 - Automata Complexity Theory
- DCS907 - Algorithm Design
- DCS908 - Computer Ethics
- DCS909 - Artificial Intelligence
- RSH801 - Research Methods
- RSH902 - Managerial Economics and Business Theory
- RSH905 - Operations and Supply Chain Management
- RSH906 - Technology and Innovation Management
- Comprehensive Proctored Exam
- DIS995 - Dissertation I: Concept Paper and Doctoral Committee Selection
- DIS996 - Dissertation II: Literature Review
- DIS997 - Dissertation III: Methodology and Ethics
- DIS998 - Dissertation IV: Research and Results
- DIS999 - Dissertation V: Conclusion and Oral Defense

Additional Information:

The doctoral degree program must be completed in no fewer than two years from the date of initial enrollment, not to exceed four years for completion of course requirements, with the exception of completing the dissertation course. Completion of the dissertation is expected to conclude within two years after beginning the course. Duration in the doctoral program is not expected to extend beyond a six-year period. The entire program must be successfully completed within a maximum of 10 years.

Students are expected to be competent Object Oriented Programming (OOP) developers who are comfortable using appropriate data structures, algorithm performance concepts, and discrete mathematic principles in their work. If a student can provide official transcripts proving that he has completed an OOP course in the last seven years or recent evidence or professional programming work using an OOP language, he will be allowed to start the program with RSH900. *Without evidence of current skill programming using an OOP language and building upon computer science principles, students may be required to take a prerequisite course, DCS900 Logic & Programming Constructs, before beginning their doctoral program work.*

Course Descriptions

Addiction Courses

ADC510 – Addiction Counseling Theory and Practice

This course takes a comprehensive look at chemical dependency, covering the most recent issues in the areas of epidemiology, etiology, substance abuse policy, and treatment. The course looks at substance abuse from a systems perspective, making it particularly appropriate for social work students who are accustomed to a “person-in-environment” approach. The course presents all major theories of addiction, as well as the major physiological and psychological results of substance abuse, including fetal alcohol syndrome. Coverage of the latest developments in treatment and research incorporates the most recent findings on genetic causes of alcoholism. This course includes an up-to-date discussion of the most recent trends in designer drugs to help explain the considerable frequency of changes in which drug use patterns occur.

ADC515 – Psychology of Addiction

This graduate level course will offer students a foundational study of psychological factors associated with addiction. This course covers important material for counselors to understand one facet of the roots and behaviors associated with addiction in order to better treat their clients. This course will focus on implicit cognition, or feelings, thoughts or actions beyond the realm of conscious explicit cognition. This course integrates cutting-edge research from formerly independent disciplines that help provide a better understanding of the etiology, prevention, and treatment of addictive behaviors.

ADC605 – Substance Abuse Prevention

This course is designed for students and prevention professionals with an interest in improving their prevention programs. This course explores the history of drug abuse with a special emphasis on scientifically defensible substance abuse prevention research and practices. The problem of substance abuse has impacted most societies from early world history to the current age. Preventing substance abuse also has a long and rich history. It is important for people who work in the helping profession to understand that preventing substance abuse is both possible and probable when based on science-based best practices. As the field of substance abuse prevention advances, skills and understanding are a growing requirement for prevention specialists. This course explores the complex web between substance abuse and other social problems and presents science-based prevention findings that aid prevention professionals with tools to prevent drug use before it starts.

ADC630 – Diagnosis and Treatment of Substance Abuse Disorders

This graduate level course provides students diversity of treatment options by exploring developments in treatment and studying treatment outcomes. Two texts are referenced. The first provides a view of the D.E.C.L.A.R.E. model of treatment—a model in which each letter represents one of the seven bio-psychosocial modalities, or points of entry, for viewing the problems of a dependent client. This compact model demonstrates one way practitioners can synthesize their own methodology for substance abuse treatment. The second text ensures a more broad perspective on contemporary treatment models. The goal is to expose graduate learners to the greatest number of possibilities in the treatment environment.

ADC655 – Neurobiology of Addiction

This course provides students with an overview of the available and emerging approaches used to investigate the biologic mechanisms of drug addiction, including animal models of addiction, which mimic the state of humans entering treatment, the biological processes that happen in the brain during the course of addiction, and the theoretical background and results of neuroimaging studies as it relates to the neurobiology of addiction. This course also delineates the promising research discoveries being made in relapse prevention and describes modern genetic approaches to manipulating the chemicals in the brain that influence addictive behavior.

ADC660 – Addiction Counseling and Families

This course provides students an opportunity to study and analyze the importance of the familial context of addiction. The course presents the Integrated Family Addictions Model, which consists of six progressive treatment tiers which organize the relevant family treatment theories into a graduated and coherent sequence, beginning with the briefest and least costly forms of therapy. Whereas many family treatment theories are an imperfect fit in cases of addiction, this course provides students with the opportunity to study a concise model for counseling addicts and their families that is based on years of clinical experience.

ADC665 – Advanced Addiction Counseling Skills

This course addresses knowledge, skills, and attitudes in addictions counseling. Evidence-based findings, cutting-edge treatment techniques, and a focus on critical thinking show future counselors how to respond to clients' needs rather than impose "cookie-cutter" routines. An experiential learning approach is encouraged with structured activities and exercises, and its devotion to significant coverage of ethics, treatment planning and case management.

Addiction and Counseling Courses

PAC101 – Child, Family, School and Community

This course offers the opportunity to learn about each child as an individual. It will demonstrate how working as a team will ensure a well-run purposeful program that meets the needs of each child and how to evaluate and manage the program at school. This course will also demonstrate how to develop a care giving partnership with each family and offers a variety of ways for families to be involved in the program. Methods of providing support to families will be discussed.

PAC102 – Substance Abuse in Educational Settings

This course addresses methods for mental health professionals and educators to provide sources of support for students struggling with substance abuse, addiction, and compulsive behaviors. The focus is on the problems of substance abuse in high schools and colleges. Recovery systems, including recovery high schools and college recovery communities, are covered by including material from adolescents and young adults impacted by these programs.

PAC110 – Addiction Counseling Theories

This course provides a broad exploration of eleven theories of counseling and psychotherapy. The goal is to expose learners to the wide range of counseling options available to counselors. Some may find themselves gravitating toward a specific theoretical construct. Others may want to synthesize these theories into a unified concept of treatment. The textbook addresses each of the theories through a common organizational pattern where students can easily compare and contrast the models. This pattern includes core topics such as key concepts, the therapeutic process, therapeutic techniques and procedures, multicultural perspective, and a summary of each theory.

PAC115 – Medical Terminology

Designed for the administrators, management, researchers, addiction counselors, and other professionals working in the medical field, this course uses a consistent and logical system to help students build their understanding of medical terminology. It also has a real-world focus that relates medical terminology to various health professions including addiction counseling, thereby capturing the students' interest and providing information about many different potential health careers.

PAC120 – Multicultural Counseling Theories

This course brings multicultural addiction counseling and therapy through micro-counseling — a practice that integrated multi-cultural concerns as far back as 1974. Concepts of observing, questioning, reflecting feelings, empathic self-disclosure, and empathic confrontation allow counselors to seek understanding of clients' situation and challenges. Crisis counseling and assessing suicide potential are also covered to ensure counselors can detect those in extreme distress.

PAC201 – Child Development

This course examines the biological, physical, perceptual, moral, and socioemotional nature of development in children from their prenatal beginnings through their early years. Learning objectives include developing an understanding about children's care as well as exploring diversity, careers, and research in child development.

PAC230 – Families and Health Psychology

Health psychology is an important aspect to consider when addressing issue of substance abuse. This course explores health issues with a broad focus on impact to persons, families, and friends. Methods for reducing adverse health outcomes are addressed as a potential for dual treatment planning. Stress, pain, weight, and exercise can all play important roles in behavior. Additionally, family history is an important component to psychological complications that may lead to abuse of substances. Feelings that one is destined to be overweight, susceptible to illness, or generational substance abusers can reduce motivation to abstain from destructive behaviors.

PAC240 – Counseling Skills

This course provides an overview of counseling skills for the addictions counselor. It presents a state-of-the-art framework for assessment and treatment according to the DSM 5. The class discusses evidenced-based treatment models including client-centered foundation to treatment, cognitive-behavioral, 12-step, motivational, pharmacological, and family approaches. The course is designed to help students learn the clinical skills needed to become addictions counselors or social workers, and address resistance, co-occurring disorders, spirituality, coping and prevention in the context of theory and application to diverse populations.

PAC302 – Assessment Procedures in Addiction Counseling

This course covers psychometric and statistical concepts; new and revised tests, inventories, and scales; relevant ethical and legal issues; contemporary measurement theories; and important multicultural issues. In addition, the modules of this course provide guidance on how and when to use tests in different settings with different populations and information on basic procedures like test selection, administration, and reporting. Additional case studies have also been used to help students understand how to work with assessments and assessment results in real world addiction counseling situations.

PAC310 – Ethical, Legal and Professional Issues in Counseling

This course offers an in-depth examination of the addiction counseling profession. The modules approach each professional issue in addiction counseling from both an ethical and a legal point of view, offering students a complete, integrated exploration of all facets. Difficult issues are addressed in a straightforward manner that highlights typical situations and dilemmas followed by practical, realistic advice.

PAC320 – Psychology of Addiction Counseling

Psychology of Addiction Counseling explores the techniques and skills a new practitioner will need in the real world, while providing a thorough review of the theory, history, and research of addiction counseling. This course offers prospective counselors the tools and strategies they will need for working with general and special populations, including assessment tools, strategies for outpatient and inpatient treatment, information about maintenance and relapse prevention, and counseling strategies for couples, families, children and adolescents, and recovering addicts.

PAC330 – Substance Abuse Counseling

This course covers the specific addictions of substance abuse, focusing on counseling fundamentals and proven techniques. The course also focuses on the most prevalent substances abused, along with physical reactions in the human body. The setting and planning of individual, group, and family treatment is covered in depth.

PAC405 – Child Psychology

This course presents items unique to counseling children and understanding different drivers concerning juvenile addiction psychology. The material covered takes a multidimensional four-part approach to counseling children.

This approach:

1. Capitalizes on the relationships children build with parents, teachers, and other adults;
2. Looks at children's developmental processes;
3. Examines multicultural influences upon them; and
4. Takes into consideration the variety of intervention models available.

The course examines four major approaches to child therapy: psychodynamic, child-centered, behavioral/cognitive-behavioral, and family systems. The course brings everything together through a case study that shows the multidimensional approach in action.

PAC410 – Crisis Intervention and Prevention

Within the context of addiction related concerns but also focusing on broader issues that a counselor may face, this course covers vital information concerning crisis intervention and prevention. The course covers assessing and reacting to crises involving suicide, homicide, intimate partner violence, sexual assault and abuse, bereavement and grief, substance abuse, natural

disaster, war, and terrorism. The course also focuses on practical applications, assessment, and treatment options for each crisis. Taking the needs of modern-day counselors into mind, this class not only addresses traditional conceptualizations of crisis but also expands to cover recent developments in the concept of crisis in today's world, such as terrorism, school shootings, and natural disasters. The course allows students to become familiar with various crisis issues and situations and practice necessary skills before encountering the problem for the first time in the field.

The class features numerous crisis situations and analyzes these situations keeping in mind specialized fields such as school counseling, mental health counseling, and pastoral counseling. Students are asked to see the process as a whole and are exposed to crucial information, clinical considerations, and practical experiences on each crisis topic. **Prerequisite:** All Required Liberal Arts and 100/200-Level

PAC411 – Social Work as a Profession

Throughout this course, students will learn about the profession of social work, social work perspectives, generalist social work, addiction counseling and social work crossovers, and contemporary issues in fields of practice. The course is designed to give students a better understanding of who social workers are, what their roles are, and a view of the diverse population that social workers serve. In the course, students will learn the strengths and empowerment perspective to social work while examining values and ethics, cultural diversity, social justice and human rights, social work practice, human behavior, populations at risk, and policy and services.

PAC414 – Child Abuse and Neglect Counseling

This course will teach students how to identify the signs of child abuse and neglect, as well as how to report cases for the best outcome for the child. Fundamental counseling approaches with regards to the needs of abused and neglected children will also be addressed. Methods of providing support to families of abused children will also be discussed.

PAC415 – Healthcare Ethics

Within the context of addiction counseling, this course explores the full range of contemporary issues in healthcare ethics in a clear and concise way from a practical wisdom approach. The course presents the fundamental concerns of modern medical ethics-autonomy, beneficence, justice, and confidentiality-and then provides analysis, cases, and insights from the perspective of addiction related topics. Throughout, the discussion starts with larger issues or concepts and principles and then focuses on specific problems or complications with a focus on real world application and counseling techniques.

PAC420 – Group Therapy

Within an addiction-counseling context, this course introduces students to the theory and research findings needed to understand how to make groups effective and to build the skills required to apply that knowledge in practical situations. The class illustrates how this knowledge and mastery of skills creates choices, opportunities, and successes for each individual.

PAC499 – Senior Capstone

The purpose of this individualized learning experience is to enable you, as an Aspen student well along the way toward the completion of your degree requirements, to develop an original comprehensive research project on a topic of professional or personal interest. This project-based course is designed to encourage you to draw upon knowledge and experience that you have gained over the course of your studies with Aspen. The project also allows you to integrate your other related educational or professional development activities. Projects are intended to be of an applied and pragmatic nature and we hope that the outcome and findings of your research will be of value to you, either in connection with your own organizational situation, or personally such as in the exploration of entrepreneurial opportunities.

PAC610 – Psychopharmacology for Counselors

This course serves as an in-depth guide to pharmacology. The road of pharmacology is paved with extensive and often unrecognized research on the part of thousands of doctors and scientists around the world. Pharmacology is built layer by layer upon previous discoveries and consists of equal parts of hard work, astute observation, sudden insights, and divinely appointed coincidences. Indeed, the road of pharmacology is constantly being built anew with each drug discovery. This course provides insight into the history of pharmacology as well as a detailed study of drug categories, rational for using drugs, understanding drug side effects, and an exploration of clinical applications and current healthcare issues relating to pharmacology.

PAC799A – Counseling Capstone

The capstone project/research course is taken through two courses: PAC799A and PAC799B. The capstone empowers students to apply the knowledge and skills acquired in their courses to the professional field of counseling. In PAC799A students explore topics related to addiction counseling treatment. PAC799B focuses students on the operational concerns of persons providing addiction counseling services. Each project is completely individualized; students are encouraged to select projects that are of particular interest to them and that will result in professional growth in their field of counseling. Students are automatically enrolled in PAC799A and PAC799B; project-based capstone courses. If students prefer to complete a practicum with a local treatment provider, they may replace these courses with PAC798A and PAC798B by contacting their advisor. Each course requires 160 hours of practicum, for a total of 320 hours.

PAC799B – Counseling Capstone

The capstone project/research course is taken through two courses: PAC799A and PAC799B. The capstone empowers students to apply the knowledge and skills acquired in their courses to the professional field of counseling. In PAC799A students explore topics related to addiction counseling treatment. PAC799B focuses students on the operational concerns of persons providing addiction counseling services. Each project is completely individualized; students are encouraged to select projects that are of particular interest to them and that will result in professional growth in their field of counseling.

Biology Courses

BIO201 – Anatomy and Physiology I

The purpose of this course is to provide an overview of the basic components of the human body and how it functions on a cellular level to organismal level. The fundamentals of chemistry, biochemistry and cell biology will be presented along with the skeletal, muscular, nervous and integumentary systems. Structure, function, and integration of these systems in health and disease will also be discussed.

BIO201L – Anatomy and Physiology I - Lab

The purpose of the laboratory portion of this course is to explore histology in a hands on manner under the microscope and to explore the gross anatomy of the skeletal, muscular, nervous system, and special senses. While much of the physiology and microscopic anatomy of this course is covered in the lecture portion, the lab is designed to fill in the gaps and focus more on anatomical structures and recognition of such. This course must be taken concurrently with BIO201, which is the complementary didactic course.

BIO202 – Anatomy and Physiology II

The purpose of this course is to provide an overview of the systems of the human body including the endocrine, cardiovascular, respiratory, digestive, immune, urinary and reproductive systems. Fundamentals of fluid and electrolyte balance, cellular communication, human nutrition and gene inheritance will also be presented. The structure, function, and integration of these systems in both health and disease will be discussed. This course is a continuation of BIO201.

BIO202L – Anatomy and Physiology II - Lab

The purpose of the laboratory portion of this course is to explore histology in a hands on manner under the microscope and to explore the gross anatomy of the skeletal, muscular, nervous system, and special senses. While much of the physiology and microscopic anatomy of this course is covered in the lecture portion, the lab is designed to fill in the gaps and focus more on anatomical structures and recognition of such. This course is a continuation of BIO201L. This course must be taken concurrently with BIO202, which is the complementary didactic course.

BIO210 – Microbiology

This course covers principles of microbiology with emphasis on microbial anatomy, microbial disease, and disease prevention. The course includes a broad overview of both the historical and current field of microbiology with focus on microbial pathogenicity, the spread of microbial pathogens, the methods of human immunity, and best practices for the diagnosis and treatment of microbial disease.

BI0220 – Pathophysiology

This course is designed to enhance existing understanding of the pathophysiological processes of disease as they affect clients across the lifespan. The interrelationship of structural and functional reactions of cells and tissues to genetic alterations and injurious agents provide the foundation for comprehending clinical manifestations and treatment protocols. Critical thinking and nursing management are enhanced through the use of case studies that integrate nutritional and pharmacological concepts. The understanding of environmental and biological risk factors provides the nurse with the knowledge to provide health promotion and prevention education.

Textbook is available in the classroom

BI0330 – Genetics/Genomics

Since the discovery of inheritance, the field of Genetics has greatly increased our understanding of human diversity, health, and the transmission of disease. In this course, the student will examine the molecular mechanisms of inheritance, extensively survey the contribution of genetics to disease, and review the current contributions of genetics to the treatment of disease.

Textbook is available in the classroom

Business Courses

BUS210 – Business Fundamentals

This course will provide an overview of the world of business by exploring both the external and the internal environments that impact a business. Basic business aspects such as organizational structures and forms, marketing, management, human resource development, finance, and operations will be evaluated. Each of these concepts will be applied to real-life situations for further understanding. The class will culminate with a fictitious business outline incorporating each of the fundamental areas of business.

BUS225 – Legal Environment of Business

This course provides a comprehensive introduction to the legal and regulatory environment of business. Topics include law as a foundation of business, litigation, contracts, intellectual property, criminal law, securities regulations, agency and employment laws, discrimination, consumer protection, and more.

BUS305 – Business Research and Communications

Today, good communication skills are at the top of the list of employee qualifications that are in high demand. Additionally, it is important to be able to process and communicate information in today's high-tech environment. Those equipped with these skills will have a distinct advantage in the workplace. This course examines real-world business communication issues such as ethics, cultural diversity, technology, teamwork, law, audience-centered messages and the writing process. It teaches techniques, strategies and forms of writing used in the professional world in order to achieve business goals. This course also provides an understanding of business research. Through library research and online information gathering, this

course will increase your knowledge of organizational writing and communications including case analysis, data interpretation, problem solving, and report writing.

BUS320 – Principles of Marketing

This is an introductory course in Marketing designed for the general business student, not just the Marketing major. This is a survey course designed to provide you with a comprehensive understanding of the bedrock concepts of marketing. This course has four basic learning objectives. First, we will introduce you to the basic principles of marketing that have existed for many years. Second, marketing success is based on forming internal partnerships between marketing professionals and their colleagues in other functional areas of the firm. Third, enhanced capabilities of marketing organizations have produced new and better products, which have in turn, heightened customers' expectations. The last of our cutting-edge subjects is the impact of the Internet. No single development in recent memory has had such a profound impact on marketing.

BUS454 – Ethical Decision Making for Business

This course is designed to acquaint you with the unique challenges of resolving ethical dilemmas and making ethical decisions in today's complex business organizations. This course relies upon applying a stakeholder perspective and value-based management approach to situations that involves groups and individuals who often have competing demands and interpretations of a problem, crisis, or opportunity. The stakeholder management approach ideally aims at having all parties reach win-win outcomes through communication and collaborative efforts. Unfortunately, this does not always happen in reality. Business professionals need straightforward frameworks to thoughtfully and objectively analyze and then sort through complex issues in order to make decisions that matter — ethically, economically socially, legally, and spiritually.

BUS484 – Entrepreneurship

Entrepreneurship is an introductory course intended to provide students with a solid foundation in terms of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. Students will assess, explore, critique, and celebrate the phenomenon of entrepreneurship. The course will focus on the creation of new ventures, the ways that they come into being, and factors associated with their success.

BUS495 – International Business

This course is designed to acquaint you with the unique challenges of conducting business on a global basis. We will quickly dispel the theory that international business is really nothing more than conducting business domestically — only on a larger scale. Managers wishing succeed internationally will face a variety of new and unique challenges that must be understood within a broader context of global strategy and cross-border management. The goal of this course is to provide such a context. Today, multinational corporations are making their operations in large emerging economies like China and India central to their global strategies; they are coming to grips with social responsibility issues and challenges raised by the anti-globalization movement. The globalization of business creates

wealth that benefits business entities, nations, and people. Many people associate international business only with huge businesses making huge profits, but it also supports entrepreneurs and corporations in developing countries and reduces poverty throughout the world. A joint study conducted by the United Nations, Organization for Economic Development, the World Bank, and the International Monetary Fund, reports that the goal of reducing poverty by half from 1990 to 2015 is on schedule.

BUS499 – Senior Capstone

The purpose of this individualized learning experience is to enable you, as an Aspen student well along the way toward the completion of your degree requirements, to develop an original comprehensive research project on a topic of professional or personal interest. This project-based course is designed to encourage you to draw upon knowledge and experience that you have gained over the course of your studies with Aspen. The project also allows you to integrate your other related educational or professional development activities. Projects are intended to be of an applied and pragmatic nature and we hope that the outcome and findings of your research will be of value to you, either in connection with your own organizational situation, or personally such as in the exploration of entrepreneurial opportunities.

BUS510 – Managerial Accounting

Accounting, the language of business, provides crucial decision-making information to business organizations. This introduction to financial and managerial accounting prepares students to construct and interpret financial statements, generate budgets, and to use accounting data for strategic and management purposes with an emphasis on profitability. Legal and ethical issues in accounting are also discussed.

BUS530 – Marketing Management

This pulls together specialized models, tools, and processes from the perspective of the manager who is responsible implementing a coordinated marketing program. Because consumers and business buyers face an abundance of suppliers seeking to satisfy their every need, companies and not-for-profit organizations cannot survive today by simply doing a good job at marketing management. They must do an excellent job if they are to remain in the increasingly competitive global marketplace. Many studies have demonstrated that the key to profitable performance is knowing and satisfying target customers with competitively superior offers. This process takes place today in an increasingly global, technical, and competitive environment. Marketing management is the conscious effort to achieve desired exchange outcomes with target markets. The marketer's basic skill lies in influencing the level, timing, and composition of demand for a product, service, organization, place, person, idea or some form of information.

BUS540 – Managerial Economics

Economics is the study of how resources are allocated. People of a nation and their government decide how much of a commodity should be produced and how that commodity is allocated. The allocation is done by a price system in free markets. There,

prices determine how commodities are to be allocated, and prices determine how much should be made by a business. Microeconomics conveys the study of this allocation system to the level of an individual business. For over 200 years, business behavior has been carefully studied, conclusions made and tested, the models formulated and refined. Managerial Economics draws on the principles of economics and applies them to managerial decisions. It is incumbent on the student to be well versed in economic theories, models, and concepts so that their applications are pertinent, appropriate, and well-reasoned.

BUS550 – Business Finance

This course explores financial statement and cash flow analysis and the time value of money. It presents information on bonds and stock valuation and risk, return, and value. There are also discussions on capital budgeting processes and techniques, cash flow and capital budgeting, and cost of capital and project risk. Options and the international financial market are discussed as well.

BUS551 – Corporate Financial Management

This course guides students to develop intuition about decision making that will hold true through future evolutions in the financial world. It provides an integrated view of the theory of finance providing timely, real word examples and connecting the theory with practice. The course covers important corporate financial management topics and theories including options, agency theory, corporate governance, capital budgeting, long-term financing, risk analysis, and international corporate finance.

BUS552 – Innovative Finance and Venture Capital

This course provides a connection between finance theory and venture capital practice. It explores cutting edge financial tools applied to venture capital and research and development investing. Various techniques are explored, including Monte-Carlo analysis, real options, binominal trees, and game theory.

BUS553 – Global Corporate Finance

This course is designed to provide an overview of the global financial environment, such as motives for foreign trade and investment, the balance of payments, and the international monetary system. It deals with the forces that affect the relative prices of currencies in international markets. The course goes on to describe sources of global corporate finance and discusses the management of assets.

BUS560 – Business Ethics

Today's managers face many different opportunities to make decisions ethical and unethical as they compete with other firms. This course will provide an opportunity for managers to take business ethics seriously. That means taking the time to understand the core elements of the system that have gone awry and led to some extreme behaviors. Business ethics is primarily about business. This course will allow managers to get beyond

the view of business as separate from ethics by allowing an opportunity to understand that business ethics is a fundamental of business management. This course begins by exploring the inherent values of future managers, how ethics is an integral aspect of an organization's value-creation activities and aspirations.

BUS580 – Strategies for Change

This course is divided into two major segments. The first four Modules focus on issues related to how complex, large-scale change initiatives can be managed to ensure planned changes are implemented quickly and effectively. The final four Modules address the many organizational issues facing companies — the organizational context in which these changes will take place. In other words, the first half on this course is about changing people's minds so they can work differently to achieve more, while the second half is about understanding change as an organizational phenomenon. This module introduces characteristics of organizations and organizations as systems. Definitions and examples are given to provide an understanding of organization theory and its value in becoming better managers in a rapidly changing world. You may wish to refer back throughout the semester to the Xerox case that opens the chapter and to update the case regularly from current business analyses. Organization theory is defined and shown to have practical applications for managers.

BUS799 – Graduate Capstone

The capstone project allows students to apply the knowledge and skills acquired in their courses to the work environment. This project is completely individualized; students are encouraged to select work-related projects that are of particular interest to them and that will result in professional growth and benefit the organization.

Communication Courses

COM100 – Introduction to Communications

This course provides a study of human communication by covering major communication concepts, theories, research, and trends. This introduction communications course will help students to understand their own communication behavior as well the communication behavior of others. Concepts covered include basic theories of communication, understanding individual communication styles, the use of communication across cultures, and listening and critical thinking skills.

COM110 – Introduction to Computers

This course serves as an introduction to computer terminology and computer equipment and provides fundamental concepts for using PCbased software. Topics covered include computer hardware and its operation, operating systems, application software, networks and computer communications, and the Internet and the World Wide Web. Emphasis is placed on the use of computers to assist with business issues. The impact of computers on our lives is also explored.

COM140 – Managing Performance and Developing Teams

We believe the combination of performance and team management can produce dramatic improvement in organizational success. Too often performance management programs are more about classifying or categorizing employees rather than improving their performance. These approaches tend to be administrative in nature, rather than tools managers can use to improve performance. In today's organizations, teams — not the individual — have become the basic unit of performance management. As a result, team building and development has become critical. This course addresses two of the most important challenges managers face. The first half of the course is devoted to managing performance toward achieving the organization's strategic objectives. The second half of the course is focused on creating, developing, and leading high-performance teams.

COM175 – Speech Communications

This course explores the relationship between our sense of self and how we communicate. It suggests that the self evolves and changes over time based on our interactions with others, and that we can play an active role in shaping our identities, abilities, and esteem. It explores the relationship between communication and perception, the process of assigning meaning to sensory information and experiences. It explores good listening skills, which are important in both our professional and personal lives. Because being an effective communicator requires the use of appropriate, responsible, and ethical language, this course offers strategies for using language responsibly. The process you will use to prepare and deliver a classroom speech is the same as that needed in professional and civic contexts. Careful preparation is the foundation of an effective speech.

COM220 – Management Communication

This course focuses on the skills and strategies that managers need in today's workplace. The role of communications will be explored, as well as an examination of effective communications in hiring and promoting, conflict management, presentations, routine messages, and reporting and proposals. Studies consistently report the importance of communication to business success, and managers frequently correlate communications proficiency with career satisfaction and progress. This course builds that ability central to managers as they pursue goals and objectives.

COM230 – Human Resource Management

The management of human resources is critical for companies to provide "value" to customers, shareholders, employees, and the community where they are located. Value includes not only profits but also employee growth and satisfaction, creation of new jobs, protection of the environment, and contributions to community programs. All aspects of human resource management including acquiring, preparing, developing, and compensating employees can help companies meet their competitive challenges and create value. Also, effective human resource management requires an

awareness of broader contextual issues affecting business such as changes in the labor force, legal issues, and globalization. Both the popular press and academic research show that effective human resource management practices do result in greater value for shareholders and employees.

Composition Courses

CMP160 – English Composition I

This course is designed to help students master the traditional five-paragraph essay and variations of this essay. Four principles are presented as keys to effective writing: unity, support, coherence, and sentence skills. The first part of the course focuses on the first three principles and to some extent on sentence skills. It shows, respectively, how these four principles apply in the different patterns of essay development and in specialized types of writing.

CMP170 – English Composition II

In this course we focus on grammar, sentence structure, and other aspects of the “mechanics” of English. Our emphasis is on creating arguments that persuade, convince, and inspire. The goal of this course is to develop writing skills that enable students to develop powerful arguments that are more than just correct; they produce the results intended. We identify the fixed types of questions that an argument can address, helping students to build writing projects around the need to develop answers to significant questions concerning facts, definitions, causes, values, and actions. These questions form a logical progression — questions of fact and definition must be settled before questions of cause can be addressed, and so on — which means that they can serve as the basis of a sequence of assignments.

Computer Information Systems Courses

CIS315 – Business Information Systems

Today, in business, we see the continuing emergence of the digital firm. A continuing stream of information technology innovations is continuing to transform the business world. Every aspect of the firm is not only touched by the digital process, but has been transformed by it. Managing information systems has become a task for all levels of managers and all functional areas of the business. In today’s digital firm there is no escaping the opportunities (as well as the challenges) that technology brings. This course focuses on understanding the nature of the digital firm and the key issues in organizing and managing it. Managers need to identify the challenges facing their firms; understand the technologies that will help them meet these challenges; design business processes to take advantage of the technologies; and create management procedures and policies to implement the required changes. It is essential that business students understand how information technologies are changing business firms and markets today and how they will likely change in the near-term future as digital technologies continue to evolve.

CIS434 – Internet Marketing

Much has been written about how the Internet will revolutionize the practice of marketing. While it is clear that this new technology will not replace offline marketing vehicles, including print, radio and television, the Internet can “turbo charge” a firm’s marketing strategy. By this, we mean that the interactivity and individuality afforded by the Internet allow marketers to create synergy by supporting and enhancing offline levers. Additionally, online marketing levers can be leveraged, when appropriate, to decrease or replace the use of offline levers. The goal of this course is to encourage current and future executives, managers and strategists to rethink their views on marketing strategy. The course presents a customer-centric view of marketing, one that focuses on how firms can create tangible customer relationships by using a practitioner-focused, seven-stage framework for the conception, design and implementation of marketing programs. These customer relationships are enhanced by a wide range of online and offline marketing levers, with an emphasis on the Internet.

CIS450 – Informatics in Healthcare

This undergraduate-level course provides students with an introduction to health care informatics from an interdisciplinary perspective. Foundational concepts of health care informatics are explored, including theoretical underpinnings of health care informatics; use of information systems in a variety of health care settings; the e-patient and participatory informatics; quality, usability, and standards related to health care informatics, legal and ethical implications for practice; and emerging technologies.

CIS490 – Introduction to eBusiness

This is an introductory course that is based on the assumption that E-business practices are not only being used by “dot com” companies, but are also being adopted by established businesses as well. E-business is not just about new venture startups; it is also about transforming business to gain efficiencies. The references in the text for this course are fairly exhaustive and represent e-business practice as of the year 2003. The heavy reliance on trade journals is due to the rapidly evolving business environment. Information in trade journals typically precedes material found in textbooks, journals, or academic papers. Over the past fifteen years, the Internet has grown from a new way to communicate to a driver of technological transformation of business processes. The current focus has produced dramatic change in both pure-play e-business and traditional brick-and-mortar companies. This course will address the new technological environment that marketers are facing by introducing strategic considerations related to technology and technology implementation. The course will explore the basics of marketing exchange utilizing the information highway, multimedia techniques, database marketing, and interactive telecommunications and other e-business techniques. Prerequisites: All Required Liberal Arts and 100/200-Level

CIS515 – Management of Information Systems

This course imparts valuable insight into the planning, organizing, and controlling of user services. Managing the essential technologies as well as the management of the traditional information systems development process is explored. This course also incorporates investigation into organizational learning curves, dealing with vendors, budgeting, accounting, management reporting, and legal considerations of information systems (IS). Each module in this course melds textbook material with additional content from external resources. This course addresses issues and strategies enabled through creative exercises and brief research projects designed to help students synthesize new learning and apply the concepts presented. Each encourages critical thinking about the subject matter. A broad range of analysis and synthesis skills, such as inference, recognition of assumptions, deduction, evaluation of arguments, and interpretation are enlisted through such project-oriented assignments. Investigating articles and case studies that present timely and different approaches to information systems management assists in emulating real MIS challenges. Discussion questions afford online interactive students the opportunity to exchange ideas with peer learners on current topics concerning this dynamic field.

CIS525 – Information Systems Strategic Planning

In this course we will provide you with both a strong foundation for understanding what is meant by information technology and the business side of managing it. We will explain information technology in the context of organizations and their use of it. This course focuses on business pressures and the strategies used to counter them, especially through the use of Web-based strategic information systems.

CIS535 – Telecommunications

Telecommunications has become an essential feature of the business environment, and has become linked to the success of a business' operations. It has been said that information is the lifeblood of the organization. Then, to complete the analogy, telecommunications represents the firm's circulatory system that maintains its life and viability. This course systematically evaluates a fictional business and its telecommunications systems. Students will examine telecommunications primarily from a business management perspective, rather than an engineering one. The objective of this course is to provide students with the vocabulary and technical understanding required to be effective telecommunications decision makers.

CIS545 – Emerging Technologies

This course is designed to address the entire technology commercialization process, from idea to market. As technology drives innovation and companies seek more effective ways to exploit the intellectual property they create, it is important for students in business, engineering, and the sciences to understand the processes that result in successful new technology products in the market. This course is a comprehensive look at the issues related to the transfer and commercialization of new technology. High-tech businesses with patentable technology, whether

engineering technology, biotechnology, or information systems technology, display different business models, processes, and characteristics from mainstream types of business.

CIS605 – Customers, Markets, and Technology

The relationship between technology-based products and the consumers of these products comes under investigation in this course. This course also teaches methods for designing, developing, and delivering technology-based products that can solve real-world problems. Students will examine best practices for integrating technology solutions and metrics managers can apply to measure the return on an IT investment. Throughout the course, students will learn skills they can use to increase their own creative skills.

CIS634 – Strategic Management of Technology and Innovation

As scholars and managers have raced to better understand innovation, a wide range of work on the topic has emerged and flourished in disciplines such as strategic management, organization theory, economics, marketing, engineering, and sociology. This work has generated many insights about how innovation affects the competitive dynamics of markets, how firms can strategically manage innovation, and how firms can implement their innovation strategies to maximize their likelihood of success. You find as you take Strategic Management of Technology and Innovation, that a great benefit will be in recognizing the dispersion of the literature across such diverse domains of study and that many innovation topics have been examined from different angles. This diversity might pose integration challenges to you the student, as you seek to integrate this wide body of work into a single coherent strategic framework.

CIS635 – Decision Support Systems

This course strives to combine your power to logically model and analyze diverse decision-making scenarios with software-based solution procedures. You will learn skills needed to apply decision models to different kinds of organizational decision-making situations. Assignments will be application oriented and software based in order to meet this goal. You will discuss fundamental concepts, assumptions, and limitations behind a variety of decision modeling techniques and how to effectively implement these theories in current technological settings and in practical situations.

CIS640 – Analytical Information Processing & Presentation

This course takes a managerial approach to Business Intelligence (BI), and therefore emphasizes the BI applications and implementations. This exposure allows students to truly understand how BI works so they can adopt it in their future managerial roles. The field of BI is evolving from its origins as a support tool for executives to a shared commodity by managers, analysts, and top executives at almost all medium and large companies. Business Intelligence integrates previously independent tools and technologies into a systematic, unified software suite for the most accurate and timely information.

Extensive, vivid examples from large corporations, small businesses, and government and not-for-profit agencies from all over the world make difficult concepts more accessible and relevant. International examples of global competition, partnerships, and trade are also provided throughout. These real-world case studies show students the capabilities of BI, its cost and justification, and the innovative ways real corporations are using BI in their operations.

CIS650 – ASP.Net Programming

ASP.NET is the web development technology of Microsoft's .NET development platform. As the World Wide Web continues its meteoric growth, websites have matured from simple collections of static HTML pages to data-driven dynamic web applications. For example, websites such as eBay or Amazon.com are much more than a collection of HTML pages—they are complex applications that happen to be accessed through the Internet. ASP.NET web applications are composed of individual ASP.NET web pages. As we will see in numerous examples throughout this book, these ASP.NET pages can display HTML, collect user input, and interact with databases. ASP.NET pages contain a mix of both HTML and source code. It is the source code of an ASP.NET page that allows for the more advanced features, such as accessing data from a database, or sending an email. Some prior programming experience is recommended.

CIS653 – Perl Programming and CGI Scripting

Perl is a common development language prevalent in industry and on the Internet today. This course is intended primarily for both professional and amateur developers who will find it useful in making the transition from compiled languages to understanding and using Perl, which is a “*scripting*” language. This hands-on course provides students the knowledge necessary to create Perl programs that deliver usable functionality for industry. Object oriented programming concepts are not required, as this course will remain primarily in the realm of 3rd generation structured programming and its related syntax. Students can then easily review the object-oriented concepts of Perl, which result primarily in changes to program and module packaging techniques, object-oriented concept application, and syntax changes. The course takes the student through the important concepts required to delineate Perl from other traditional programming languages. When the student has completed the course, the student should have a good idea of how to use Perl for general programming. Topics include creating stand-alone programs and programs that access data from a data source such as a relational database. Comprehensive labs reinforce learning and build competence incrementally throughout the course. Some prior software development experience is recommended.

CIS654 – PHP Programming

PHP and MySQL are two of the most famous open source software programs in the world. Open Source software has grown significantly in importance in the computing world, offering excellent functions and reliability at very low cost. This movement has now prompted many big software players to enter this market and offer their products on open source licenses or support open source initiatives. This course provides coverage of the programming features and capabilities of PHP. Attendees

will learn how to use PHP in performing various programming operations and application functions. It also introduces attendees to MySQL and how to use PHP in combination with MySQL.

CIS655 – XML Programming

This beginning Extensible Markup Language (XML) course investigates and outlines the use of XML Schemas, SOAP, XSLT, DOM, and SAX 2.0. Major Course Goals for this course are to:

1. Gain an exposure to XML and how it is being used in application development and
2. Understand how XML is used in enterprise application deployment.

Its most well-known applications are web related but it can be used on other non-web-based applications as a replacement for traditional databases or for the transfer of financial information between businesses. To illustrate and reinforce course concepts, a variety of examples, readings, exercises and required terms to become familiar with and use will be examined along with two case studies. Topics throughout the course to be discussed in detail are an introduction to XML — “*a markup language used to describe the structure of data in meaningful ways*” and how XML may be used (anywhere that data is input/output, stored, or transmitted from one place to another and is a potential fit for XML's capabilities).

CIS656 – Relational Database Design

The goal of this course is to provide a comprehensive introduction to the SQL language. This course not only covers the syntax of SQL, but also shows how it can be used to create and maintain a database and retrieve information from it. It also provides an introduction to relational databases. In addition to explaining concepts, the course uses a variety of assignments to reinforce the material in each chapter.

CIS657 – Enterprise JavaBeans and J2EE

This course provides a thorough coverage of enterprise-computing technologies using the Java Enterprise Edition. It focuses on Java EE 6 – a recent version of the Java EE specification that includes several features that simplify enterprise application development. It covers how to build multi-tier distributed applications using Java EE APIs as JSPs, Servlets, JSTL, JSF, JPA, EJBs, JMS, MDBs, JAX-WS, and JAX-RS. Specifically it addresses how to build web-based user interfaces, business logic layer and the data access layers. The course will also expose students to the use of NetBeans – a free integrated development environment (IDE) that provide support for all features of Java EE 6. This course is designed for the student who has some Java programming experience. A student ought to be very comfortable with objectoriented programming using Java. It is also important for the student to be familiar with several of Java's APIs, the most important of which for our purposes are JDBC and I/O and Serialization. While not required, prior experience with developing dynamic web contents using PHP, CGI, or ASP will also put a prospective student at an advantage. Also, students with experience using some messaging service or developing distributed applications using COM or CORBA, will find portions of the course simpler.

CIS658 – Java Programming

This course provides thorough coverage of the Java programming language and the object oriented nature of Java is covered extensively. Also covered in depth are the APIs included with the Java, such as I/O, Threading, Database connectivity, and networking. This course is designed for the student who has some programming experience. A student ought to be able to work with loops, conditionals, arrays, and subroutines or functions in some language before attempting this course. Those students with a background in C, C++, Perl or some related language will find the syntax familiar, as Java uses basically the same syntax as C. Students who have experience using pointers and references will also find the course less difficult than those with no such experience. Finally, the most difficult part of the course for those with no such background is Java's object oriented nature. Any student who is comfortable with Object Oriented Concepts should find this course much easier than a student who has no such background.

CIS660 – Website Development with HTML/JavaScript

JavaScript is one of the most used scripting languages on the Internet. It is also the standard for client-side scripting. In other words, even though a JavaScript program resides on a web site, it is using the computing resources of the user's hardware and software. Extensible Hyper Text Markup Language. The precursor was HTML. However, with XHTML unlike HTML, content can be separated from presentation. A full explanation of XHTML is necessary to take full advantage of JavaScript which is embedded in XHTML web pages. Editing, headings, linking, lists, tables and cascading style sheets (CSS) will be covered as well as many other features. JavaScript will cover control statements, functions, arrays, objects, document object model (DOM) and events. Also, the course project is about creating a working web site based upon sponsorship needs, business and monetary models. The student will use a What You See Is What You Get (WYSIWYG) web editor.

CIS665 – Data Communications

This course provides an overview of business communication technologies, from basic components and subsystems to whole networks. A solid understanding of the fundamentals of data communications is essential for business and information management students. In today's business environment management and staff need a thorough understanding of information communications in order to assess needs; plan for the introduction of products, services, and systems; and manage the systems and technical personnel that operate them.

CIS670 – C++ Programming for C Programmers

This C++ training course presents a thorough hands-on introduction to object oriented programming in C++ for experienced C programmers. The central concepts of C++ syntax and style are taught in the context of using object-oriented methods to achieve reusability, adaptability and reliability. Emphasis is placed on the features of C++ that support abstract data types, inheritance, and polymorphism. Students will learn

to apply the process of data abstraction and class design. Programming examples and exercises are provided. Practical aspects of C++ programming including efficiency, performance, testing, and reliability considerations are stressed throughout. Prior programming experience with C is recommended.

CIS675 – Systems Design

This graduate-level course provides an in-depth discussion of both the theories behind systems design as well as "real world" information about how the systems design process works in a variety of industries. Systems design is a practical field that relies on a core set of concepts and principles, as well as what sometimes seems an eclectic collection of rapidly evolving tools and techniques. Learning systems design requires an appreciation of the tried-and-true techniques plus mastery of new and emerging tools and techniques that recent graduates are increasingly expected to apply on the job.

CIS680 – Object Oriented Analysis & Design with UML

This course investigates the use of object-oriented approaches to modeling software requirements and design. Topics covered in detail include an introduction to object oriented analysis & design (OOAD), specifying a system's requirements using a use-case driven approach, defining a set of candidate classes that suitably model a problem domain, and leveraging the experience of experts by applying analysis and design patterns to describe the solution domain. Students will develop a hands-on experience of using the widely adopted graphical modeling language — the Unified Modeling Language (UML) version 2.0 — to visually model concepts and decisions in both the problem and the proposed-solution domains. A mix of a semester-long course project and case studies will be used to illustrate the application of the major concepts discussed. The course project will expose the student to a practical OOAD road map from requirements analysis to system design.

CIS685 – eBusiness

This is an especially good time for a thoughtful course on eBusiness. We are nearly a quarter of the way into the second half of the Information Age revolution. Very little of what is now accepted management practice and application opportunity was even conceived of 13 years ago. E-Business will provide a comprehensive strategy framework that addresses the crucial elements of e-business strategy formulation. The key elements of the three phases of strategic analysis, strategy formulation and strategy implementation will be explored.

CIS695 – Intranets

You will find in this course that enterprise social networks are made up of people who are linked together in some fashion. These linkages can be formal and well-defined, such as an organizational structure, partner network, or a team workspace membership. They can also be informal and fluid in nature, based on shared goals, objectives, expertise, or projects. Information and metadata (description of the information) logically link individuals together, thereby providing the social network.

Criminal Justice Courses

CJ100 – Ethics in Law Enforcement

This course explores ethical standards and codes in criminal justice professions. Students will study cases to illustrate ethical issues, and derive solutions to ethical dilemmas using critical thinking. The student will be given a critical perspective of how constituent parts interrelate in a framework of questions about moral and ethical conduct.

CJ105 – Technology in Criminal Justice

This course provides a framework of information about technology and computers and specifically how they are used by criminals and law enforcement agencies. The course provides a classic book on police technology, supplemented with modern innovations. This allows a comparative approach to use of technology in policing, and recognition of the somewhat slow pace of approval to use new technologies against citizens. It examines basic computer concepts and design, networking and information exchange, and then delves into more advanced and crime-specific technologies such as wiretaps, surveillance, and the use of technology in high-tech crimes, disaster response, and police protection. The study of technology is integrated into wider criminal justice themes: ethical and legal implications of technology; technology's place in the community based policing model; and, how technology impacts traditional criminal justice theories.

CJ110 – Introduction to Criminal Justice

This introductory course focuses directly on the crime picture in America and the three traditional elements of the criminal justice system: police, courts, and corrections. The course is divided into eight modules corresponding with the major issues of criminal justice including an introductory study of the definition of criminal justice, the crime picture in America, and the nature and purpose of criminal law and how the guilty are handled.

CJ120 – Introduction to Law Enforcement

The purpose of this course is to equip the criminal justice student with a complete and practical set of procedures and techniques that are needed for understanding the policing of America. This course reflects the changing times in which we live and the tremendous challenges facing law enforcement officers each day. The specter of terrorism and our resulting emphasis on homeland security loom large throughout this course as well as what the police are doing to prevent, and react to, any future attacks. This text provides a highly practical yet comprehensive view of the largely misunderstood, often obscure world of policing.

CJ130 – Introduction to Justice Administration

The purpose of this course is to provide an introduction to the justice administration system, encompassing police, courts, and corrections management. These three institutions must work together to achieve an effective overall system for the protection of public safety and order, the impartial and fair trial

of those accused of crime, and the enlightened confinement and rehabilitation of those found guilty to minimize the rate of recidivism.

CJ140 – Introduction to Criminology

This course introduces the student to the dynamic field of criminology that changes constantly with each release of major research studies, Supreme Court rulings, and governmental policy, not to mention the current events of everyday life. Criminologists spend their career trying to understand what drives people to commit crime. This introductory course will provide insights into the answers, and will help students to think critically about law and justice. At the end of this course, students should have developed a critical perspective toward the social and legal institutions entrusted with crime control.

CJ305 – Constitutional Law I

Effective law enforcement requires a basic understanding of the fundamental laws of the land. This course provides the overview of legal guidelines and protections enshrined in the US Constitution, from which all American criminal law is derived. Students will explore the theory of governmental authority that underpins the Constitution, and the evolution of Constitutional rights as codified in the Constitutional amendments.

CJ306 – Constitutional Law II

This course builds on the foundations established in Constitutional Law I by taking the students through a series of legal case studies to gain an appreciation of how the legal system works in practice. The objective of these case studies is to provide the students with the insights that come from courtroom experience so that they are better prepared to find, collect, and handle evidence in a way that will facilitate criminal conviction.

CJ400 – Criminal Law

The purpose of this course is to equip the criminal justice student with a practical set of procedures and techniques that are needed for understanding the code of criminal law that police officers must deal with as an integral part of their career. This course addresses the body of criminal law that affects police agencies and the criminal justice system. This course is divided into eight modules.

CJ401 – Comparative Criminal Justice Systems

Welcome to Comparative Criminal Justice Systems. The class will explore how crime is addressed and adjudicated in selected countries bearing varied cultural perspectives. It is important to understand the diversity of how human beings respond to acts of criminality within their culture. Through this form of comparative benchmarking the student will analyze and evaluate the United States' criminal justice system with that of other cultures. Students will also critically examine contemporary issues shared across the studied countries and thoughtfully create their own recommendations to address those issues.

Course Objectives:

The student should be able to:

- Identify the varying levels of criminality across cultures and how that might shape criminal justice systems.
- Articulate the value of comparing the application of various criminal justice systems and the utility of knowing the associated outcomes of those practices.
- Evaluate the integrity of sources of international criminal justice statistics.
- Understand the importance of the sources of various criminal justice systems to their formation.
- Differentiate the methods used to address juvenile justice across the studied countries.
- Assess the ramifications of being incarcerated in various countries.
- Analyze alternative approaches to criminal justice in a manner that promotes consideration, and possibly synthesis, of these alternatives when confronted with issues of crime.
- Understand the role terrorism plays in tactical and strategic planning of criminal justice activities.
- Explore both the need for collaboration and limitations inherent to trans-border coordination to address transnational crime.
- Evaluate the role of leaders in the criminal justice system by considering the many responsibilities accounted for when selecting

Expected Prerequisites in course sequence:

- CJ110 Introduction to Criminal Justice
- CJ120 Introduction to Law Enforcement

CJ405 – Community Policing

This course focuses on one of the most revolutionary models of policing we have seen in many decades. Community policing is not merely a means of better addressing community needs, but a philosophy that turns traditional policing on its head by empowering the community rather than dictating to the community. In this way, policing derives its role and priorities from the community rather than dictating to the community what the police role will be. Community policing requires a new breed of police officers who must serve as more than law enforcers. Community Police Officers (CPOs) must also play the important roles of advisors, facilitators, and supporters of new community-based initiatives. The CPO has responsibility for a specific geographical area and works as a generalist who considers making arrests as only one of many options that can be use, if only temporarily, to address community problems. As the community's conduit for positive change, the COP enlists citizens in the process of policing themselves.

CJ410 – Police Management

This course is designed to be an introduction to a wide variety of issues that confront today's modern police manager. The complex nature of policing in modern society mandates a thorough understanding of such issues as organizational culture, leadership styles, transactional analysis, problem identification and

decision making, management by objectives, productivity, fiscal management, civil liability, accreditation, and ethics, to name but a few. This course will explore these issues.

CJ415 – Supervision of Police

This course explores what a modern police supervisor is and what that person should know and do, as well as when and how to do it. The course addresses the issue of role conflict that someone typically experiences when in the situation of having to meet the expectations of numerous sets of constituencies. This course will provide an understanding of the group behaviors and organizational dynamics necessary to understand the fundamentals of police administration.

CJ420 – Criminalistics and Forensic Investigation

This is an introductory course to criminalistics which explores the history and scope of forensic science. Criminalistics or forensic science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. The scope of this course includes discovery at a crime scene, the most important location of evidence; physical evidence; analytical techniques for organic and inorganic materials; forensic toxicology; and firearms, ammunition, unique tool marks, and various impressions (e.g., shoe prints, fabric properties, and bloodstains).

CJ423 – Criminal Procedure

The study of constitutional criminal procedure is the study of U.S. Supreme Court decisions and opinions. This course is designed primarily as a supplementary course for undergraduate and graduate students taking a criminal procedure course whose main interest consists of U.S. Supreme Court cases. Reading law cases—a daunting task even for first-year law students—is a significant intellectual challenge for nonlaw students, especially if the criminal procedure class is their first law course. This course provides a guide to the U.S. Supreme Court cases that students are likely to encounter in a criminal procedure course. The decisions are stated succinctly and with enough basic reasoning to grasp the direction of the decision-making process. There are many benefits to the case method approach in which students read original source material. Such benefits include gaining in-depth knowledge of the reasoning process by which constitutional rules are formulated, a sharpening of critical thinking skills through the analysis of the justices' written opinions, and improving students' reading comprehension levels and writing skills.

CJ425 – Criminal Investigation I

This course explores criminal investigation including the role of the investigator, physical and testimonial evidence, and preservation and collection of evidence at crime scenes. It examines the uses of people, records and files as sources of information and the proper uses of interrogation. The course describes surveillance as a fact finding tool and the use of eye witnesses.

The course concludes with a description of methods for reconstructing what happened in the context of crime and provides an in-depth discussion of the most feared social crime:

- Homicide.
- Criminal Investigation I: Prepares you to study the more complex subject matter presented in Criminal Investigation II.

CJ426 – Criminal Investigation II

This course builds on the fundamentals of criminal investigation that were studied in Criminal Investigation I, and illustrates their application to some of the special issues presently plaguing law enforcement worldwide (e.g. terrorism and enterprise crime).

CJ430 – Criminal Evidence

This course builds on the foundations laid in Criminal Law by exploring the principles and rules associated with the management of criminal evidence. Topics covered in this course include the collection of evidence, how to handle evidence to prevent contamination, chain of custody, and preparation of evidence for presentation in the courtroom to attain criminal convictions. The rules of evidence are thoroughly discussed. The scope of the course encompasses physical evidence, witness testimony, polygraphs and technical evidence.

CJ435 – Kinesic Interviewing

With all of the knowledge taught in law enforcement academies and criminal justice training centers throughout the United States, the principles of interviewing and interrogating suspects always seem to attract little or no attention. For that reason, this course on kinesic interviewing equips the criminal justice student with a complete and practical set of procedures and techniques needed for conducting effective interviews and interrogations. It is vital to any case that investigators obtain essential information from victims, witnesses, and informants, and confessions from suspects in such a way as to stand up to court scrutiny.

CJ440 – Juvenile Justice

The purpose of this course is to provide students with a solid overview of the juvenile justice system in the United States. It presents the historical background of the U.S. juvenile justice system, its current status, as well as contemporary societal and legal debates. An examination of various policies, programs, and practices is provided throughout the text. The course includes coverage of juvenile law and procedure, juvenile corrections, juvenile delinquency, delinquency prevention, and the future of juvenile justice in the United States. This knowledge will serve you well as a strong foundation for other more specialized courses in juvenile justice and the social sciences. The need for post-secondary juvenile justice education becomes more evident every day as the law changes and new forms of crime emerge to befuddle the best efforts of those charged with dealing with crime.

CJ445 – Corrections

This course introduces students to the corrections system. The growing population of prisoners constitutes a management challenge for all law enforcement communities, and a potential

source of governmental liability. This course discusses the historical development of corrections, and examines the goals of criminal sentencing, the management of jails and prisons, the concept of alternative sentencing, guidelines on prisoner rights, and issues associated with parole and probation.

CJ450 – Homicide Investigation I

The purpose of this course is to equip the criminal justice student with a complete and practical set of methods for processing a homicide investigation. This course guides the student through the procedure used by investigators upon arriving on the scene of a violent and sudden death. Guidelines are provided on how to manage the scene, analyze evidence to determine the likely cause of death, and initiate the process of identifying the perpetrator.

CJ451 – Homicide Investigation II

The purpose of this course is to equip the criminal justice student with a complete and practical set of procedures and techniques that are needed after a homicide scene has been processed. The student proceeds through information relevant to the follow-up work necessary for preparing a solid case for presentation in court and the attainment of a homicide conviction.

CJ455 – Investigation of Organized Crime

The study of organized crime is one of the most fascinating educational endeavors, posing thematic, scholarly, and ideological questions. As we attempt to understand this area of interest, bear in mind that during the past century organized crime became the most insidious form of criminality involving criminals, politicians, bankers, lawyers, and the all-important users of illegal goods and services. The problem of organized crime is examined from a social perspective using specially designed pedagogical features that you will find in the text. These include objectives, critical thinking projects, chapter summaries, key terms, points of discussion, and suggested readings for the student. You will encounter a considerable amount of material on the topics of emerging groups, redefining organized crime (OC), drug-trafficking cartels, Chinese OC, Nigerian drug traffickers, Albanian drug-smuggling networks, organized crime and the Bushes, Tri-border Area OC activity along with updated case studies, statistics, and graphics.

CJ460 – Investigation of Terrorism

The Global War on Terror has posed new challenges for law enforcement organizations to contribute, along with military forces, to the homeland security of the United States. The purpose of this course is to offer the latest information on the technology, weapons (including weapons of mass destruction), transportation modes of terrorists, and profiles of terrorists themselves. Likely trends in 21st Century terrorism and the law enforcement response are also discussed.

CJ465 – Clandestine Laboratory Investigation

The investigation of clandestine labs is one of the most challenging of law enforcement. Traditional investigative techniques are used to develop information concerning the location of the lab and the identity of the operator. No other

law enforcement activity relies on forensic experts as heavily as does the investigation of clandestine labs. This course explores the many people involved in identifying the clandestine lab, the proper collection and preservation of the physical evidence followed by the complete analysis of the evidentiary samples. It reveals how the information gathered is the cornerstone on which the forensic expert's opinion is based and if it is handled properly, the Court will have all the information it needs to make a fully informed decision.

CJ485 – Traffic Law and Accident Investigation

Each year tens of thousands of Americans are killed or injured on our nation's roadways. Property damage and other direct and indirect costs of traffic collisions have become one of the most personally devastating and wasteful drains on our economy. For maximum effect, traffic supervision must be carefully planned; if planning is to be effective, it must be based on accurate and timely facts. The best traffic control schemes and techniques are learned primarily from research obtained from accident investigation. Traffic and patrol officers play a critical role in attempting to stem the tide of unnecessary death and destruction which can be attributed to traffic accidents. This course serves as a guide for traffic enforcement responsibility. No textbook is required for this course.

CJ490 – The Investigation of White Collar Crime

One of the guiding premises of this course is that the range of activities that can fall under the heading of white collar crime is more pervasive and more costly to society than are conventional crime and deviance. The study of white collar crime should obviously be of interest to students planning criminal justice careers and to people already employed in the criminal justice system. As the investigation and prosecution of white collar crime increases, career opportunities for individuals well informed about this type of activity should expand. The law in the white collar realm that confronts pre-law and law students is especially dynamic and complex. The problem of corporate liability poses special difficulties, and the subtle and sometimes arbitrary lines of demarcation between criminal law and civil law are crucial aspects of the study of white collar crime. The study of white collar crime is likely to be of interest to students of the social and behavioral sciences because white collar criminality, as it is defined here, often involves human behavior in its most devious and diabolical forms. Finally, as citizens, employees, employers, and professionals, most of us are likely to be affected more by white collar crime than by any other type of criminal activity. Prerequisite: All Required Liberal Arts and 100/200-Level Courses.

CJ493 – Security Systems, Procedures, and Developments

The purpose of this course is to equip the criminal justice student with a complete and practical set of procedures and techniques that are needed to understand and succeed in the field of private and public security. Introduction to Security is divided into eight Modules corresponding to three parts:

1. Introduction and Security's Function,
2. The Basics of Defense, and
3. Specific Threats and Solutions.

In this interesting course, you will realize the drastic changes that have occurred in the aftermath of the September 11, 2001 attacks on the World Trade Center and the Pentagon that have shaken the security industry-both private and governmental.

CJ495 – Police Patrol

This course covers patrol operations, goals, and strategies. Each module focuses on a specific aspect of police patrol operations. It combines management theory with case study examples taken from small police departments in addition to coverage of community and problem oriented policing.

CJ497 – First Responders

The role of a first responder is a special one. While the Emergency Medical Services (EMS) system is comprised of a talented team of many individuals at different certification levels, the First Responder is the one who arrives on the scene of an emergency first. This is a unique responsibility, one for which specialized training is required. In addition to providing information about emergency care for the First Responder, this course will also discuss issues about staying safe while at the scene of an emergency.

CJ499 – Senior Capstone

The purpose of this individualized learning experience is to enable you, as an Aspen student well along the way toward the completion of your degree requirements, to develop an original comprehensive research project on a topic of professional or personal interest. This project-based course is designed to encourage you to draw upon knowledge and experience that you have gained over the course of your studies with Aspen. The project also allows you to integrate your other related educational or professional development activities. Projects are intended to be of an applied and pragmatic nature and we hope that the outcome and findings of your research will be of value to you, either in connection with your own organizational situation, or personally such as in the exploration of entrepreneurial opportunities.

CJ500 – Advanced Criminal Law

This course examines the background and foundations of American criminal law, including United States Constitutional requirements, Federal and State court organization and jurisdiction, criminal law basics, and rules of evidence and procedure. Students study, in-depth, various categories of crimes and offenses, including assault, homicide, sex offenses, theft, arson, forgery, narcotics, extortion, traffic offenses, crimes affecting the judicial process and organized crime.

CJ510 – Advanced Criminal Procedure

This course provides a clear and legally based exploration of the criminal procedure. It takes an in-depth look at conducting searches and what goes in to obtaining a search warrant, conducting plain view, open fields and consent searches and frisk searches. It covers all aspects of confessions, suspect identifications, and entrapment. This course concludes with pretrial matters and the trial and jury process.

CJ515 – Technology in Law Enforcement

This course builds on the undergraduate course in this area. While the use of technology by police grows slowly due to Constitutional

concerns, police must try to adapt emerging technologies into policing. The goal of this course is for future and current police leaders to understand the availability of technology and how to direct its use by subordinate officers.

CJ520 – Criminology

This course explores criminology and the factors that affect it including Supreme Court rulings, and governmental policies. This course examines the nature and causes of crime, and the effects of crime on issues of law, community, and law enforcement. Students will explore the nature, extent, and patterns of crime; victims and victimization; and theories of crime causation.

CJ525 – Expert Testimony and Ethics

The Expert Testimony and Ethics course is designed for law enforcement professionals who may find themselves appointed to lead a forensics laboratory or to train lab workers in evidentiary procedures. A Crime Lab Manager may not be one of the actual crime lab scientists, but must be able to lead and teach others how to process evidence and protect the evidentiary chain of custody as well as testify to the court. They may also serve in an internal quality assurance capacity to inspect processes in the agency's crime laboratory. The course discusses the various forms of evidence and ethics surrounding the handling of materials vital to a court case.

CJ530 – Law Enforcement Management

This course explores the behavioral and functional aspects of police management, and issues associated with modern law enforcement. Students study leadership styles, the organizational environment, workforce development, management planning, problem identification, management by objectives, productivity, and fiscal management. Additionally, there is focus on special issues such as the use of power and force, civil liability, accreditation, ethics, establishing a police presence in schools, and the use of an assessment center for identifying promotion candidates.

CJ535 – Crime Scene Investigation

This course covers the skills necessary for gathering evidence from a crime scene and reconstructing what occurred. The course begins with the basic principles that apply to gathering evidence. Students study the different types of evidence, including fingerprints, hair, fiber, glass, paint, soil, arson accelerant, biological fluid stains, firearms, impressions, drugs, alcohol, and document evidence. The course concludes with how to use evidence to reconstruct the crime.

CJ540 – Fingerprinting

Because of the advances in fingerprint technology and research, it is imperative for law enforcement personnel to keep their knowledge on the subject up-to-date. This course explores the

latest techniques and findings in the science of fingerprinting. Students study how a fingerprint is formed, the techniques necessary for detecting fingerprints on a wide variety of surfaces, how to identify the fingerprint and issues related to fingerprint evidence.

CJ545 – Drug Enforcement

This course explores classical drug enforcement methods and the methods criminals use to avoid detection. This information is important for both law enforcement and counselors who deal with substance abusers. Students study how to conduct investigations in hotels/motels, airports, storage units, trains, commercial busses, parcels, and rental vehicles.

CJ550 – Forensic Science

This course takes a comprehensive look at the field of forensic science, or criminalistics. Case studies and information about the most current technologies in forensic analysis are used to instruct students on the methods for properly identifying, collecting, and preserving crime scene evidence. Students study how to evaluate crime scene evidence by developing fingerprints, examining documentation, and identifying bullets. Students also explore the history and scope of forensic science and how it applies to laws that are enforced by police agencies in a criminal justice system.

CJ555 – Major Incident Response Management

The course prepares learners to plan and lead in emergency management incidents. For this course, all references to emergency management practices are based on those formed in the United States. Emergency management has evolved over the last two decades to encompass not only natural disasters, but also manmade calamities. Law enforcement leaders must quickly determine the scope and severity of disasters to ensure they can respond in ways that minimize danger to both the public and critical personnel responding to the event. The course discusses full-spectrum threat responses at the federal, state, and local levels to increase multi-level preparedness and integrated response. Learners will earn new or validate existing FEMA training in emergency response.

CJ560 – Dynamics of Family Violence

Thousands of police officers across the country routinely come face to face with domestic violence. With little direction they face the challenges that researchers and academics ponder. Rarely are they part of the intellectual discourse on abuse and neglect; however, this course is focused on that goal. This course is meant to tear down myths about both victims and offenders. Women and men have been victimized. Elderly and children are present as both perpetrators and victims as well. Heterosexuals and homosexuals can both be violent; dating relationships can be dangerous. To leave anyone out is to ignore the pain and suffering that domestic violence brings.

CJ565 – Use of Force in Law Enforcement

Understanding the police use of force focuses on the extraordinary and rare event that develops when physical force is used by the police. Whenever police officers come into contact with citizens,

there is always a chance that the encounter will digress to one in which force is used on a suspect. Fortunately, most police activities do not result in the use of force, but those that do take on an interesting pattern of interaction between the officer and the citizen. This course tackles the research and summaries of a close statistical look into the use of force in law enforcement.

CJ570 – Patrol Procedures

This course provides students with an understanding of police field operations from a leadership perspective. It covers various topics including community policing, communications, field procedures, traffic direction and enforcement, preliminary investigations, interviewing, arrest, search, custody, and use of force, reporting and records, and stress in the workplace.

CJ575 – Police Administration

Police administrators do not have any easy job. Society wants the police to fight crime, but is not sure how they want the police to go about doing this effectively. The basic duty of the police administrator is the reduce crime while still holding on to democratic ideals and values in an increasingly diverse culture.

CJ580 – Terrorism and Homeland Security

Terrorism began receiving increased attention on university and college campuses as the number of American casualties grew from terrorist violence in the 1990s. This course introduces criminal justice and other social science students to the field of terrorism. It is designed to understand the world of terrorism and provide knowledge as a foundation for further understanding. Issues in terrorism are emotionally charged. This course is written for those who will counter terrorism with the purpose to explain many points of view without taking sides. This is true whether examining issues like the Israeli-Palestinian conflict or the controversy surrounding the USA Patriot Act.

CJ585 – Advanced Corrections

This course will provide students with an understanding of the American correctional system. It covers various topics including the history and law of corrections, punishment and rehabilitation of offenders, correctional practices ranging from probation to prison, and correctional trends. To begin, this course provides an overview of corrections, including the early history of correctional thought. Later, correctional law and the punishment of offenders will be examined, including the various types of correctional clients. Correctional practices including jails, probation, and intermediate sanctions and community corrections are explored. Corrections also covers incarceration, including the prison experience for men and women. This course reviews issues related to institutional management and programs; as well as once offenders are released from incarceration. This course explores supervision of offenders in the community, as well as corrections for juveniles. It also covers various trends including incarceration, race and ethnicity, and the death penalty. Finally, surveillance and control in the community are discussed, as well as community justice. The discussion will conclude with a look at the future of corrections.

CJ590 – Interview & Interrogation

Of all the topics taught in law enforcement academies and criminal justice training centers throughout the United States, one of the critical topics that always seem to get poor, little or even no attention at all is a course on the principles of interview and interrogation. For that reason, this University is offering Kinesic Interviewing to equip the criminal justice student with a complete and practical set of procedures and techniques needed for interviewing and interrogation. It is vital to any case that investigators obtain essential information from victims, witnesses, informants, and confessions from suspects in such a way as to stand up to court scrutiny.

CJ595 – Communications in Law Enforcement

The course is about language evidence, not the more commonly known physical evidence such as DNA, fingerprints, or hair and fiber analysis. The areas of linguistics and communications have provided a powerful framework for law enforcement; there is no field of study that is broader or has more relationships with the rest of human existence since language is involved in virtually all of human activity. In much of life, the ability to make a good impression can be very useful. Unfortunately, there are also ways that some people can use language to create the impression that our words mean something that we really didn't intend. This course is focused toward forensic linguists, discourse analysts, criminologists, defense attorneys, prosecutors, and judges. It is the major intention of this course to show how powerful conversational strategies are used by law enforcement.

CJ799 – Graduate Capstone

The capstone project allows students to apply the knowledge and skills acquired in their courses to the work environment. This project is completely individualized; students are encouraged to select work-related projects that are of particular interest to them and that will result in professional growth and benefit the organization.

Dissertation Courses

DIS995 – Dissertation I: Concept Paper and Doctoral Committee Selection

This course will begin the Dissertation process by guiding the Doctoral student through the selection of the Doctoral Committee. After the selection of a Committee Chair and committee members, the doctoral student will begin selection of a dissertation topic and formulation of the Concept Paper. The formulation of the Concept Paper will provide a foundation for the first three chapters of the dissertation. Doctoral students will work closely with their Committee Chair to determine an appropriate dissertation topic.

DIS996 – Dissertation II: Literature Review

This course will focus on the second chapter of the dissertation, the Literature Review. The Doctoral student will expand on the annotated bibliography that he/she included in the Concept Paper

to create a narrative literature review that provides a theoretical and conceptual framework for the dissertation study and places the topic of study in its proper context in time by covering the historical data available on the topic in scholarly literature while creating a foundation for the doctoral student's conclusions that will be drawn from the study and grounded in existing literature.

DIS997 – Dissertation III: Methodology and Ethics

This course will focus on chapter three of the dissertation and culminate in a meeting of the Doctoral Student, Institutional Review Board, and the Doctoral Committee for approval of the Dissertation Proposal. In this course, the Doctoral student will formulate the third chapter of the dissertation, including the research procedure that will be used in the study, the methods which will be used to obtain research results, and the proposed methods for data analysis. This course will also cover ethics in research, concerning the use of human subjects, and provide the Doctoral Student with proper procedures for obtaining approval for his/her research methods and successfully completing an ethical research study.

DIS998 – Dissertation IV: Research and Results

In this course of the Dissertation, students will conduct the research/study portion of the dissertation while adhering to ethical standards as well as formulate the fourth chapter of the dissertation. The fourth chapter on communicating the facts obtained through research in an organized way so that the reader can assess the results of the study on his/her own.

DIS999 – Dissertation V: Conclusion and Oral Defense

In this final course of the Dissertation, students will be writing the Conclusion of the Dissertation. This chapter focuses on analysis of the Dissertation research with recommendations for further research. Students will also facilitate and perform the Oral Defense via teleconference. Upon successful completion of the Oral Defense, students will apply for publication of the Dissertation.

Doctor of Nursing Practice Courses

DNP800 – Theoretical and Scientific Underpinnings

This course focuses on the integration of scientific and theoretical concepts for advanced nursing practice. Students will examine the scientific foundations for nursing, such as pathophysiological, psycho-social, and environmental sciences. Students explore the patterns and processes for knowledge development and the utilization of knowledge. Developing a review of literature on a topic of the student's passion based on theoretical framework will be expected.

DNP805 – Organizational and Systems Leadership

The focus of Organizational and Systems Leadership examines leadership strategies and competencies that are necessary for creating change in large health care systems

through implementing quality improvement in healthcare organizations. Attention will be given to creating and leading improvement processes of patient outcomes, safety issues and relationship-based care. Students will focus on critiquing the unique organizational structures and behaviors that impact organizational performance. Emphasis is placed on continuous process improvement and managing outcomes through data analysis as critical pieces in the achievement of high quality outcomes. Applying course concepts, students engage in an in-depth self-evaluation to develop personal leadership skills and self-awareness.

DNP810 – Evidence-based Practice for Quality Improvement

Evidence-based Practice for Quality Improvement will build on the foundations of evidence-based practice in advanced nursing and progress beyond those foundations to create quality studies for improving patient care and safety. This course will provide opportunities for experience in applying research concepts and creating methodology and design to validate and implement change in professional practice.

DNP820 – Health Policy and Advocacy

In this course students examine the economic, financial and political factors that influence the delivery of healthcare and consider policy reform through legal, regulatory, ethical, societal, and organizational contexts. Health Policy and Advocacy focuses on critiquing the policy process, critically thinking and assessing the influence of legislative and governmental influence on healthcare delivery, and applying emotional intelligence as a strategy to advocate and create change. The student will develop processes that influence, implement, and evaluate current policy and the role of government in healthcare delivery. Collaborative support and teamwork in health care venues will be stressed.

This course includes documentation of at least 80 hours of immersion towards the 1000 hours due during the DNP program.

DNP825 – Health Information Management and Informatics

Health Information Management and Informatics focuses on analysis of healthcare information systems and informatics to create and implement data-driven decisions. Emphasis is placed on the tools and techniques needed for planning and implementing quality improvement programs to support and improve patient and health care systems.

DNP830 – Global Population Health

Global Population Health uses epidemiologic methodology to examine global health issues and disease in human populations. Students explore innovative solutions to the world's health care problems through collaboration and discuss the strengths and weaknesses inherent in each. They examine current, select global problems, such as infectious diseases, bioterrorism attacks, and effects of disasters and emergencies. Special attention is paid to the sensitivity and advocacy for vulnerable populations worldwide. Students examine cultural compassion and caring for diverse

populations at risk within the healthcare profession. This course includes documentation of at least 80 hours of immersion towards the 1000 hours due during the DNP program.

DNP840 – Strategic Planning and Financial Management

Strategic Planning and Financial Management focuses on the tools and techniques needed for developing long term strategies and plans for an organization, including direct links to mission and vision, and the ability to create a realistic organizational financial plan. The student will evaluate the year over year financial plan and effectiveness measures that implement cost benchmarks to promote quality improvement, while controlling the costs of patient care delivery.

DNP850A – Project Planning

The Doctor of Nursing Practice (DNP) degree is designed to be a practice-focused program that combines an evidence-based scholarly approach to the discipline of nursing, while advancing the profession of nursing through practice. This course is the foundation for completion of the DNP capstone project. The student will develop a purpose statement, problem statement and research question that will relate to advanced practice nursing leadership and administration that will become the basis of an evidence-based research project to complete the requirements of the DNP program. Students will also develop a draft of chapter one, and outline chapters two and three of the DNP capstone project documenting their learning aligned to the Academic Quality Review guidelines for the DNP evidence-based project. The program prepares advanced practice nurses for high-level leadership in nursing.

Intensive practice immersion experiences inform the preparation of a practice-focused DNP Capstone Project. Upon completion of the A and B versions of this DNP Project course, students must document a combined total of 280 logged practice hours.

DNP850B – Project Proposal

The Doctor of Nursing Practice (DNP) degree is designed to be a practice-focused program that combines an evidence-based scholarly approach to the discipline of nursing, while advancing the profession of nursing through practice. This course is the foundation for completion of the DNP capstone project. The student will develop a purpose statement, problem statement and research question that will relate to advanced practice nursing leadership and administration that will become the basis of an evidence-based research project to complete the requirements of the DNP program. Students will also develop a draft of chapter one, and outline chapters two and three of the DNP capstone project documenting their learning aligned to the Academic Quality Review guidelines for the DNP evidence-based project. The program prepares advanced practice nurses for high-level leadership in nursing.

Intensive practice immersion experiences inform the preparation of a practice-focused DNP Capstone Project. Upon completion of the A and B versions of this DNP Project course, students must document a combined total of 280 logged practice hours.

DNP851A – Project Implementation

This course is designed to guide students through two integral components of the project process, the literature review and project development. Under the direction of a dissertation committee, students will frame the project within the context of the relevant academic literature. Using this knowledge, students will design the methodology of the project and will complete the required ethical training to conduct the project. At the completion of this course, students will have finalized Chapters 2 and 3 and will be prepared to implement the project. Intensive practice immersion experiences inform the preparation of a practice-focused DNP Capstone Project. Upon completion of the A and B versions of this DNP Project course, students must document a combined total of 280 logged practice hours.

DNP851B – Project Data Analysis

This course is designed to guide students through two integral components of the project process, the literature review and project development. Under the direction of a dissertation committee, students will frame the project within the context of the relevant academic literature. Using this knowledge, students will design the methodology of the project and will complete the required ethical training to conduct the project. At the completion of this course, students will have finalized Chapters 2 and 3 and will be prepared to implement the project.

Intensive practice immersion experiences inform the preparation of a practice-focused DNP Capstone Project. Upon completion of the A and B versions of this DNP Project course, students must document a combined total of 280 logged practice hours.

DNP852A – Project Manuscript

This course is the final course in the DNP program. Students will analyze the data gathered during the project to determine if the project outcomes have been met. Students will identify strengths and weaknesses of the project implementation as it relates to a broader application of the project. Students will also identify areas for future project to impact change and improvement in the health care related field. Papers are finalized aligning to the Academic Quality Review benchmarks for the DNP capstone project and students successfully complete an oral defense.

Intensive practice immersion experiences inform the preparation of a practice-focused DNP Capstone Project. Upon completion of the A and B versions of this DNP Project course, students must document a combined total of 280 logged practice hours.

DNP852B – Project Dissemination

This course is the final course in the DNP program. Students will analyze the data gathered during the project to determine if the project outcomes have been met. Students will identify strengths and weaknesses of the project implementation as it relates to a broader application of the project. Students will also identify areas for future project to impact change and improvement in the health care related field. Papers are finalized aligning to the Academic Quality Review benchmarks for the DNP capstone project and students successfully complete an oral defense.

Intensive practice immersion experiences inform the preparation of a practice-focused DNP Capstone Project. Upon completion of the A and B versions of this DNP Project course, students must document a combined total of 280 logged practice hours.

Doctorate in Computer Science Courses

DCS901 – Discrete Mathematics for Computer Scientists

This course is designed to explore the foundations and intricacies of discrete mathematics, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. This course will review and expand on previous mathematical knowledge and introduce discrete mathematical concepts specific to the area of advanced computer science.

DCS902 – Concurrent and Distributed Systems

This course covers the fundamentals of concurrent and distributed systems including threading, synchronization and deadlock prevention as well as logical clocks, group communication and distributed transactions. It also covers current topics such as web services and software for multiprocessors and multicore processors.

DCS903 – System Metrics & Risk Management

This course concentrates on the engineering of human-made systems and systems analysis by covering theories, methods, and procedures for creating new systems as well as techniques for improving existing systems. The course introduces a variety of analytical models and methods for accomplishing system analysis as well as addressing the need to properly integrate a variety of engineering design and management disciplines to effectively implement the concepts and principles of systems engineering.

DCS904 – Modern Compiler Design

This course is designed to explore the foundations and intricacies of modern computer compilers, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. This course integrates basic compiler construction using pseudo-code with a focus on current changes in the field such as the requirement for compilers to accommodate an increasing diversity of architectures and programming languages.

DCS905 – Simulation and Modeling

Complex computing applications are launched system wide only after simulation, modeling and testing have been conducted and the results analyzed. This course addresses fundamental issues in developing those processes and prepares students for their own project simulation or model. Students will be able to describe differences in various methods of central tendency, effectively use a variety of methods for data analysis and demonstrate how different testing variables can affect simulations or models.

DCS906 – Automata Complexity Theory

This course is designed to explore the foundations and intricacies of automata complexity theory, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. The theory of computation or computer theory is the branch of computer science, theory, and mathematics that deals with whether and how efficiently a problem can be solved. The field is divided into two major branches: computability theory and complexity theory. This course will introduce theories, terms, and applications relevant in the area of computation as well as require doctoral level research and writing in order to understand the material in the broader context of computer science.

DCS907 – Algorithm Design

This course is designed to explore the foundations and intricacies of algorithm design, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. Algorithm design is a specific method to create a mathematical or theoretical process in solving problems. This course implements exercises to ensure comprehension of algorithm concepts and applications as well as requires research and doctoral level writing on the theoretical problem-solving concepts of algorithm design.

DCS908 – Computer Ethics

This course discusses IT history, with a focus on cultivating an awareness of current issues and a familiarity with ethics. Student will study the ethical theories used to analyze problems encountered by computer professionals in today's environment. By presenting provocative issues such as social networking, government surveillance, and intellectual property from all points of view, this course challenges students to think critically and draw their own conclusions, which ultimately prepares them to become responsible, ethical users of future technologies.

DCS909 – Artificial Intelligence

This course design to study the foundations of Artificial Intelligence in modern environment and to instill an understanding of representations and external constraints with the idea of enabling a student to think creatively. Topics include knowledge representation, search strategies, logical and probabilistic reasoning, learning, natural language understanding, expert systems, and computer vision.

Doctorate in Education Courses

EDD805 – Educational Leadership and Organizational Behavior

This course provides a historical overview of educational leadership and organizational behavior, investigating the many useful theories that assist the educational leader and the fundamental processes inherent to effective school administration. Throughout the course, organizational theories are presented within the context of their usefulness in informing

practice. Direct relationships and applications are made to the environment of school principals and superintendents. Theories and concepts are explored in the historical context as it is important to recognize the larger social, cultural, and economic forces that influence all organizations, particularly schools.

EDD807 – Law, Policy, and Practice in Education

This course is designed to provide educators and others with a broad overview of the legal aspects of the organization, operation, and control of education in the United States. Topics covered include:

- The limits of compulsory education
- The relationship between public education and religious institutions and practices
- The nature of a constitutional right to education
- The adequacy and equity of school funding
- The balance between federal control through statutes, like the Every Child Succeeds Act, and state control over curriculum
- School governance
- The rights and responsibilities of students
- Traditional and novel torts in the educational environment
- The rights and responsibilities of educators.

EDD810 – Education Administration

The purpose of this course is to help practicing and future educational leaders become reflective practitioners dedicated to the excellence of service to others. This course centers on identifying, analyzing, and developing effective methods of administering the human resources function. This course will help those seeking certification and licensure to understand certain ideas and concepts which are usually part of the educational leader's assessment. The main aspects of this course will be to identify major human resource issues, develop an ability to analyze issues confronting educational administrators from a human resources perspective, and to develop a professional approach to solving problems and confronting issues in the practice of human resources leadership.

EDD811 – Technology in Education

This course explores how technology can contribute to meaningful learning, achieving deep understanding of complex ideas that are relevant to the lives of students. Emphasis is on the effectiveness of learning supported, technology-based curricula with a focus on history, suggesting models and approaches for teacher professional development required to effectively implement technology in the classroom.

EDD815 – Psychology of Education

This is a course on modern educational psychology and its application in enhancing the quality of classroom teaching. Each module will focus on one or two major factors affecting the quality of learning and explain how a range of theories and up-to-date research can be applied in the classroom. Cognitive factors, including cognitive development, intelligence, learning styles and thinking skills are covered in detail, and additional influences, including motivational and emotional factors. The final three modules are concerned with professional issues and

address the effective use of information learning technology, teacher stress and the conduct and application of educational research. This course is aimed at all training and qualified teachers. It is clear enough to be comprehensible to those new to psychology, teaching, or both—but at the same time, challenging, and up-to-date enough to be of interest to the experienced practitioner; particularly those undertaking higher degrees in education. Finally, we will demonstrate how education research is conducting. Education differs from comparable professions, such as medicine and psychology, in that although there is a thriving field of professional research, it takes place largely in isolation from professional practice. Perhaps most obviously, teachers may wish to use research to evaluate aspects of their own practice.

EDD816 – Faculty Development

This course is about organizing and initiating a thoughtful professional development program for new faculty. Faculty Development is for administrators, faculty, and other staff who are involved with the professional development of faculty in the school setting. In particular, it will be useful to individuals working with new faculty. Typical programs for new faculty are limited to orientations around the start of a school year and last from one day to one week. New faculty members should not be a “trial by fire” but rather an intentional developmental process. An academic year allows enough time for the new faculty to be presented with new ideas, practice what they are learning, share what they know and to get acquainted with the culture and systems of the new institution.

EDD818 – Continuous Improvement in Education

This course will introduce assessment methods for gauging necessary educational improvements and how these are implemented in a variety of areas across the educational spectrum. This course also provides a focus on technology as an implementation of educational improvement. Students will analyze the use of technology in education and formulate a paper on its implementations, benefits and concerns. This course will reflect on educational improvement from personal, historical, philosophical, legal, and job related perspectives. Texts and research based supplementary reading build the foundational information to strengthen students' preparation for the dissertation process. Through research data gathering, students will have the opportunity to build a framework for learning and analyzing continuous improvement methods in education from a variety of perspectives.

EDD820 – Dissertation I: Dissertation Committee Selection and Research Proposal

EDD 820 is designed to provide students the guidance to select a dissertation research topic, create a research plan and form their dissertation committee. After establishing the committee, students begin work on Chapter 1 of their dissertation. Chapter 1 serves as the guiding document as it overviews the scope, purpose, nature and intent of the dissertation. At the completion of this course, students are ready to defend their dissertation proposal.

EDD821 – Dissertation II: Literature Review, Methodology, and IRB Process

EDD 821 is designed to guide students through two integral components of the dissertation process, the literature review and methodology. Under the direction of their dissertation committee, students frame their dissertation research study within the context of the relevant academic literature. Using this knowledge, students design the methodology of their dissertation research study, complete the required ethical training to conduct research, and submit their proposal to the Institutional Review Board. At the completion of this course, students will have finalized Chapters 2 and 3 and are prepared to conduct their dissertation research study.

EDD822 – Dissertation III: Research and Results

EDD 822 focuses on the implementation of the dissertation research study and the analysis of the results. Students conduct their research study with an understanding of key ethical, practical, theoretical and methodological considerations. At the conclusion of the data collection, students analyze and interpret data in relation to the research questions and theoretical framework. Through this process, students complete Chapter 4 of their dissertation.

EDD823 – Dissertation IV: Conclusions, Oral Defense, and Publication

EDD 823 brings students to the completion of their dissertation journey. Students complete the final chapter of their dissertation, polish the completed work, and then organize and facilitate an oral defense of their work. Upon receiving final approval and grade, students are able to apply for publication as well as their commencement from Aspen University.

EDD830 – Leadership Theory

The emphasis of this course is on leadership with the focus on the application of leadership concepts and leadership skills. Through the examination of a wide array of different leadership theories, the student gains knowledge and skills for a plethora of theoretical paradigms and models, which can be used to influence others towards positive and lasting change. Working with teams and dealing with the politics and power within an organization are also examined in depth.

EDD832 – Human Potential and Motivation

This course examines a meaningful and sophisticated understanding of motivation and emotion. Blending motivation and emotion with leadership builds a powerful sense of tolerance and meaning in many domains of life: home, school, workplace, clinical setting, athletic fields, healthcare, and interpersonal relationships. The course deeply explores individual emotion, mindset, and interventions. A leader can use this knowledge to motivate individuals and evaluate how emotion drives behavior to obtain the best performance out of their employees and relationships in all facets of life.

EDD834 – Creating Strategic Change That Lasts

Creating strategic change that lasts is a fine art of every successful leader. Throughout this course, students examine what the best leaders do to create an atmosphere where employees in the organization can flourish. The focus is on learning essential behaviors that promote a high-energy culture.

EDD836 – Project Management Techniques

Every career today requires both leadership and management. Traditionally, leadership is seen as charting the vision while management provides the execution. Modern day leaders understand that it is more complex than that. Precise and thoughtful management does more than simply execute a collective leadership vision. It creates continuity, organization, and the capacity to understand the systemic objectives ahead. This course helps to provide guidance in the all-important area of project management and the techniques that support those outcomes.

EDD838 – Building Successful Organizations that Endure

This course is about the steps that leaders take to create organizations that are fully undergirded in a way that leads to their ongoing sustenance and growth and continued innovation and improvement. This is an essential course in pursuit of highly effective organizations; it is imperative to create cultures of change and to attempt to create organizations that are self-sustaining and highly organized. This course addresses a number of pertinent topics regarding this change dynamic and offers the student an opportunity to give considerations to theory and instructional practices.

Early Childhood Education Courses

ECE100 – Safe and Healthy Learning Environments

The purpose of this course is to give students a solid grounding in theory and research so that they will quickly grasp the major tenets of the profession of early childhood education. Through this course students will understand a developmental approach and be able to apply it as you work with children. They will also be able to reflect on your practices, an essential goal and disposition of effective teachers. This course will train students to learn, remember, and feel confident enough to use the principles and concepts identified in the standards of the National Association for the Education of Young Children.

ECE101 – Family, School and Community

This course explores the idea that that educating the early childhood student extends beyond education programs that focus on child-centered care to family-centered practices, taking into account that the early education student always comes to school in a context. Urie Bronfenbrenner's ecological model of human development is introduced to emphasize the numerous influences on early childhood students, including families, teachers, schools, communities, and so forth. This course explores how building

relationships with families requires inclusive collaboration, effective communication, and ongoing education for parents and the adults in the early childhood student's lives. This course examines developmental theory and adds diverse perspectives from a base of solid academics, constructivist theory, and the experiences of the author of the text.

ECE102 – Skills for Early Childhood Teachers

This course prepares students to effectively teach in early childhood settings. This course introduces pedagogy designed to help early childhood students learn about themselves, provide experiences to be successful, build supportive relationships with peers, develop social skills, and learn how to appreciate others. The materials are based on self-concept, social, guidance, physical, cognitive, communication and creative skills. It examines indoor and outdoor environments that invite early childhood students to move and explore offering opportunities to use their muscles and gain new physical skills. Other content includes understanding their environments, building thinking skills, language development, literacy-rich environments, expression through music and movement, and nurturing creativity through art experiences.

ECE103 – Professionalism and Growth in the Early Childhood Field

This course is designed to inaugurate the students' investigation into the roles associated with the early childhood education profession, and gain inquiry into how to grow and develop as a professional in this field. Students gain a historical and theoretical foundation for early childhood education while exploring instructional and assessment techniques appropriate for this age level. This course addresses effective education strategies that focus on the whole child and are influenced by family centered practice, culture, and community.

ECE108 – Cultural and Linguistic Diversity

This course introduces strategies for teaching content to classroom students from diverse backgrounds. Observing and interviewing early childhood students is an approach to understanding their behavior, learning, and development and allows teachers to make connections to the work of major developmental theorists and educational researchers. Understanding the background of students allows for effective teaching and learning. This course provides practical tips for incorporating observations and interviews of early childhood students into teachers' busy schedules, and discusses the analysis of observational data and its uses for guiding educational practices (e.g. instruction, cooperative grouping, and parent conferences).

ECE109 – Problem Solving in Early Childhood Education

This course emphasizes the process of developing human potential in early childhood students by consciously applying principles of guidance, a process that is in keeping with the current emphasis on "*intentional teaching*" in the early childhood field. Those principles are based upon child development theory

and research, as well as upon the knowledge, beliefs and values gained through many years of experience through work with young children and their families, with early childhood professionals, and with students preparing for careers with young children.

ECE200 – History and Philosophies of Education

In this course we have chosen to emphasize what we consider the key challenge for educators in the twenty-first century — responding to multiple perspectives in a changing world. By multiple perspectives we mean educators must consider, reflect, and respond to divergent ideas drawn from different disciplines of study, different points of view, different experiences, different contexts, and different voices. Students come to this course with perspectives of their own based on unique personal experiences, cultures, and communities. During this course, you will be exposed to other perspectives, values, cultures, and points of view. This course helps you analyze these divergent perspectives through academic disciplines including history, philosophy, politics, sociology, and the law. These new perspectives will interact with your own views and ultimately influence your role as a teacher. This process of analyzing and responding to differences does not end when you enter the teaching profession; different perspectives continue to emerge and your response to them changes as your own unique career path evolves. Multiple perspectives provide points of view that can enhance your own understanding of the changing world. By change we acknowledge the fast-paced world of information that influences you and your experiences. Your identity as a teacher emerges and evolves in response to this unending road of changes. The anchor that we provide in this sometimes chaotic and confusing world is the anchor of reflection and analysis. Throughout this course, we provide numerous opportunities to make sense of the changes in the world, to determine a reflective response to the present, and to adjust your response as new changes emerge. This course also presents a broad perspective of the changing world with a view to a global economy and global citizenship.

ECE201 – Child Development

This course examines the biological, physical, perceptual, moral, and socioemotional nature of development in children from their prenatal beginnings through their early years. Learning objectives include developing an understanding about children's care as well as exploring diversity, careers, and research in child development.

ECE301 – Foundations of Early Childhood Education

Early childhood education is of concern to everyone who wants to live in an economically sound democracy. Although the early years have been traditionally the domain of early childhood professionals and parents, the rest of the society is beginning now to pay attention to what research has been telling us for a long time: "The first years last forever," as the slogan goes. Early care and education isn't just about preparing individuals for success in life, but also about giving them the kind of experiences that make them productive citizens of a democratic society. In quality early care and education programs, children not only gain the foundations they need for school success and beyond, but they also learn to interact with cooperative ways with others, the basis

for gaining a sense of community. A good beginning in a high quality early care and education program can lead to both social and economic benefits and is a great investment for the society to make. It's the kind of investment that will grow from generation to generation. Individuals reap the benefits of this investment and so does society.

ECE302 – Children with Special Needs

This course identifies how to modify the learning and instruction for both the early childhood and special education student. Students develop and understand a variety of education practices for teaching the early childhood student with exceptionalities. This course allows the student to develop greater versatility in his/her chosen field as they explore alternative early interventionist careers in the field. Early childhood students with exceptionalities are now enrolled in a variety of settings and are served by professionals and paraprofessionals with diverse backgrounds and expertise in the field. Our objective now is to present a course that play a major role in the development of all who serve early childhood students.

ECE303 – Language Development

The purpose of the Language Development course is to provide early childhood educators with a foundation of knowledge needed to develop classrooms and learning environments where language development is enhanced. This course is designed to examine effective instructional activities that are appropriate for the early childhood student's learning and motivation. This course reviews language acquisition assessments used to determine the early childhood student's level of progress and the effectiveness of each learning experience. Students review how to recognize the beginning of the early childhood student's language development and communicative competencies through the critical nature of parent-infant interactions established through eye contact, shared reference, and turn-taking. Students analyze early attempts at writing by invented spelling, while reflecting on how to respond to the writing and provide learning activities that enhance the development of literacy.

ECE304 – Curriculum for Young Children

This course was written for teachers of students from birth to 8 years of age. It was prepared in response to the need for present and future teachers to understand the role of the early childhood student's development within the curriculum. In this course, the curriculum discussed is planned for the infant stages, whether in a childcare, private preschool, or public school setting. Attention is given to increased legislation and mandatory testing that affects how teachers are expected to teach early childhood students. This course explores national and state goals and standards in the language arts and mathematics with strategies for how these specific standards may be met with appropriate teaching strategies.

ECE306 – Teaching Strategies in Early Childhood Education

This course provides an overview of teaching strategies from infants to the early elementary grades. It also covers the history and theories of teaching and learning, as well as how to implement these strategies in early childhood programs.

ECE307 – Early Childhood Research

The purpose of this course is to provide students with current information for developing an integrated approach to curriculum and instruction in the early years of education. This course intends to bridge the worlds of child-care and early education, as well as those of preprimary and primary programs. In addition, it addresses early childhood education professionals-in-training and early childhood professionals working in formal group settings with young children from birth to age 8. The ideas in this course have been extensively field tested and found to be effective. All are designed to give students a cohesive view of the what, why, and how of developmentally appropriate practices. This course is valuable to both newcomers to the field and master practitioners.

ECE400 – Play and Learning for the Preschool Child

This course examines the vital importance of play as a developmental tool, supporting all those who work in early childhood education and who care in developing and implementing the highest quality play experiences for young children.

ECE401 – Guiding Preschool Behavior

This course is a practical guide to understanding and using a child-centered philosophy. The philosophy presented in this course is balanced, and child-centered. This course addresses the developmental needs and abilities of early childhood students and enables educators to implement high standards for behavior. The problem solving philosophy analyzed in this course emphasizes the early childhood student's ability to solve their own problems when they are trusted and encouraged to do so. It contains the basic theoretical information needed to understand problem solving, yet its emphasis is on application, on working with groups of children in day care or preschool on a daily basis.

ECE402 – Strategies for Classroom Management

This course explores creating and managing a developmentally appropriate early childhood classroom. Topics include young children's growth and development, long-term and short-term planning, room arrangements, center ideas, and scheduling and management.

ECE403 – Promoting Literacy in Preschool

This course focuses on how literacy develops in young children and the ways in which early childhood teachers or early interventionists can encourage the natural emergence of early reading and writing. This course emphasizes on multicultural children's literature and introduces educators to a variety of multicultural children's books. This course provides practical supports and strategies for early childhood educators, such as how to set up a literacy friendly environment, and it provides many suggestions for using classroom materials and centers to support literacy. This course also discusses in detail articles from various professionals in the field, and analyzes a variety of topics that affect the early childhood educator. This course offers an effective approach for teaching early literacy in preschool, and is applicable to most early childhood professionals.

ECE405 – Developmentally Appropriate Practices in Preschool and School Age Settings

This course builds on the foundational principles presented in ECE 409 (Developmentally Appropriate Practices in Infant and Toddler Settings) with an introduction to early child development. The focuses of this course include appropriate assessment practices during these developmental years. The two periods covered in this course are the development of preschool children (early childhood) and children are of school age (middle childhood).

ECE406 – Quality Programs for Infants and Toddlers

This course combines a child-centered philosophy with problem-solving strategies and a thorough discussion of diversity. This is an ideal introduction to curriculum and care for infants and toddlers. This course reviews the Ten Principles that are the underlying framework for early childhood education studies and reviews respectful techniques on the part of caregivers. In addition, this course emphasizes honoring diversity and infant-toddler exceptionalities while analyzing the latest research in brain development.

ECE407 – Infant and Toddler Mental Health

The factors addressed in Infant and Toddler Mental Health prepares future professionals who work with Infants and Toddlers with exceptionalities with specialized knowledge, training, and experience. This course provides an excellent overview for the beginning professional in this field. In looking toward the future of early intervention and early childhood special education, the core values and approaches early childhood specialists and developmental psychologists have long advocated for, continue to guide the development and evaluation of effective practices in working with both students and families. In the era of accountability, this course prepares professionals who work with early childhood students with exceptionalities how to demonstrate that the services provided result in improved outcomes for students and families.

ECE409 – Developmentally Appropriate Practices in Infant and Toddler Settings

This course provides a guide for thoughtful consideration of classroom and caregiver practices in preschool & school age settings. The two periods covered in this course are the prenatal period (9 months) and infancy and toddlerhood (birth to 2 years of age).

ECE410 – Bridging: Assessment in Early Childhood Education

This course is designed for individuals who are preparing to become early childhood educators. This course prepares students to measure or evaluate early childhood students and analyzes the differences between assessing this age range versus that of older students. This course includes discussion of assessment in the early childhood years written from a developmental perspective.

ECE411 – Early Cognition and Education I: The Preschool Years

This course covers observation techniques for assessing child development in the emotional, social, physical, cognitive, language, and creative areas of development. Students learn methods and techniques for assessing child development supplemented with exercises and study of how to best apply an understanding of early cognition in order to develop a nurturing and beneficial educational setting for young children.

ECE412 – Early Cognition and Education II: The Early Years

This course focuses on early childhood education by examining theories related to development and learning and provides examples of methods and practices best implemented to ensure healthy, well-rounded development of children in the early childhood education setting. This course also presents current education legislation related to testing, assessment and curriculum development and the effect that this legislation has on the early childhood classroom. Students study nutrition, play and the importance of creativity in the classroom with a focus on practices designed to assist children with disabilities. This course examines cultural awareness in the classroom and how to be aware of multi-cultural issues in a diverse classroom. Students complete assignments to ensure comprehension of the material presented in the course as well as field activities in the classroom or with children in a variety of settings.

ECE499 – Senior Capstone

The purpose of this individualized capstone experience is to enable students, to develop an original, comprehensive research project on a topic of professional or personal interest. This project-based course is designed to encourage students to draw upon knowledge and experience gained over the course of program. The project allows students the opportunity to integrate additional related educational or professional development activities. Projects are intended to be of applied and pragmatic nature, producing valuable research outcomes and findings either in connection with the student's organizational situation, or in the exploration of entrepreneurial opportunities.

eLearning Courses

EDU500 – Critical Issues in eLearning Paradigms

This course is designed to examine theories of eLearning and the application in modern learning organizations. The course also examines how learning at a distance is influenced by technology and how the changing tools of technology are shaping this type of learning. Furthermore, critical, social, cultural, and political issues are also examined in relationship to the evolution of these variables and their impact on distance learning. Finally, implications are examined regarding the capacity to connect and how it can conversely drive these levels of change.

EDU505 – Developing Community and Student Engagement in Online Contexts

This course is designed to help students take critical steps in designing and promoting community in a distance-learning environment. The goal of the development of this community is to enhance opportunities for engagement en route to maximizing learning. Students explore web-based communities of practice and the review the impact on team and individual learning. Opportunities for strategic application are examined as well.

EDU510 – Designing High Impact eLearning Environments

This course focuses on techniques for designing digital environments that are impactful and engaging. Students analyze distance-learning environments and review the historical notion that earlier incantations of distance learning simply meant bringing that which was presented in real time to a virtual learning space. Students review and identify eLearning environments that are highly engaging, have high levels of impact, and create levels of connectivity that inspire deeper levels of learning.

EDU515 – Pedagogical Tools for eLearning

This course is designed to identify tools for virtual pedagogy and to assist students as they begin to establish the sensibility to choose the most effective eLearning tool for the right situation. Effective instruction in a virtual learning environment requires a wide variety of pedagogical strategies for supporting learning at a distance. This course helps students to begin to establish effective instructional strategies for teaching in an online environment.

EDU520 – Adult Learning and the Digital World

This course is designed to analyze current trends and challenges with adult learning in the online environment. Students identify how the instruction is affected with the use of digital tools. A number of learning theories have been developed over the years that relate to the capacity for adults to establish deeper levels of understanding. This course examines those learning theories in relationship to what it means to work and learn in a digital environment.

Healthcare Administration Courses

EDN810 – The Nature of Health Care Organizations and Systems

This course examines the organizational structure of healthcare systems. It assists the student in evaluating resources and competition. Students learn to create strategic initiatives and add value to an organization. This is grounded in theories that drive health care organizations in the 21st century. Leaders of health care organizations should be able to conceptualize, initiate, and support organizational change that meets the needs of the business, patient, and employees. The National Association guides leaders in these endeavors for Healthcare Quality (NAHQ) Code of Ethics and Standards of Practice.

EDN812 – Legal and Ethical Issues in Health Care Administration

This course reviews the legal impact on a local, state, and federal level for health care organizations. Students evaluate laws, regulations, and mandates as well as implement effective processes to assure compliance and reporting to a variety of agencies. Students learn what constitutes the elements of negligence, malpractice, and intentional criminal acts. They learn how to establish processes for end-of-life issues, informed consent, and root cause analysis for sentinel events. Leaders of health care organizations should understand how personal feelings influence morality and ethics to be able to avoid discriminatory actions toward employees, establish a collaborative relationship with organized labor, and create fair and fiscally responsible contracts with managed care organizations. The National Association guides leaders in these endeavors for Healthcare Quality (NAHQ) Code of Ethics and Standards of Practice.

EDN814 – Nursing Accreditation and Advocacy in the Profession

Nursing Accreditation and Advocacy in the Profession delves into the rationale, processes, and importance of programmatic accreditation for nursing and nursing programs. Programmatic accreditation is the industry standard for the nursing profession. Understanding the factors, processes, and options for programmatic accreditation guides the nursing professions decisions. The programmatic accreditation process also becomes a critical aspect of nursing leadership and nursing leadership decisions. This course investigates the programmatic accreditation options, selecting an appropriate accrediting body, discuss the accrediting process, and review the future of programmatic accreditation to nursing.

EDN816 – Financial Management in Healthcare Environments

This course provides the student with the information and skills to review, understand, and implement basic principles in healthcare finance. The student discerns the unique aspects of finance in healthcare organization for the management of patient care decisions. Accounting principles, government oversight and healthcare financial management concepts provide the student with the skills necessary to make informed leadership decisions. This course assists the student in making sound leadership decisions using financial management as a foundation.

EDN818 – Innovation and Technology in Health Care

This course is about authentic leadership and how leaders drive innovation in organizations. It assists future leaders in developing the unique skill set required in the health care environment that exists today. Creativity can be developed for use in both the organization and classroom. Authentic leadership, properly developed, can be intuitive and support innovative environments. This course also explores technological advances and prepares leaders for the next phases of the digital revolution. Leaders must embrace evidence-based practice and understand how to explore innovation in complex systems with theories such as Complex Adaptive System Theory. Leaders need to be able to enact cost

saving measures such as Six Sigma and Lean Enterprise Theory. Leaders are accountable to the Code of Ethics of the American College of Healthcare Executives and these are explored as well.

EDN820 – Evidence-Based Practice and Quality Improvement

Evidence-based practice and quality improvement gives healthcare professionals tools to assess the applicability of evidence-based practice to healthcare delivery. The course integrates evidence-based results into practice decisions. The student also synthesizes patient outcomes into a quality improvement plans for positive patient outcomes.

HCA100 – Contemporary Issues in Health Care

Contemporary Issues in Health Care introduces students to the skills they need to become competent and productive health care workers throughout their careers, with a strong emphasis on employability skills such as teamwork, effective communication, professionalism, and medical ethics. The course also introduces the terminology, concepts, and elements students need to gain employment as health care professionals supporting administrative and clinical functions.

HCA105 – Pharmacology

This course offers content in pharmacology which meets the needs of the allied health student. The focused approach of this course provides students with the perfect blend of content and practical exercises which promote understanding of pharmacology concepts. A focused approach introduces the history of pharmacology, discussing the legal and ethical principles involved, illustrating drug administration techniques, reviewing math, and explaining drug calculations.

HCA105L – Pharmacology - Lab

This course introduces basic principles of pharmacotherapy used in health promotion/maintenance and disease prevention for diverse populations across the life span. Students learn principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics, and study drug classifications and corresponding mechanisms of action, including pathophysiological effects. Use of the nursing process in developing a comprehensive approach to the clinical application of drug therapy is also discussed. This course must be taken concurrently with HCA105, which is the complementary didactic course.

Textbook is available in the classroom

HCA110 – Insurance and Healthcare Reimbursement

This class provides students with the knowledge and skills needed to work in a variety of medical billing and coding positions in the medical field. It covers the foundations of insurance, billing, coding and reimbursement. Students learn not only the submission of claims to the insurance carrier but reviewing medical records, verifying patient benefits, submitting a secondary claim, posting payments and appealing the insurance carrier's decision.

HCA120 – Healthcare Information Systems

This course provides an overview of how information technology is used in healthcare, how it has affected traditional techniques, practices, and devices, and ways healthcare professionals can continue to learn and prosper alongside advancing technology. The course covers how computers and other forms of technology have been used in medical offices up until the present day, as well as cutting-edge ideas and techniques that are just beginning to gain popularity.

HCA125 – Healthcare Finance

This course provides students with fundamental concepts and tools of finance that are generally applicable within any industry. The emphasis of this course is on the application of financial principles within the healthcare industry to enable financial planning, reporting, and evaluation of returns on provided services and purchased capital equipment and facilities. Students will also examine the healthcare system today and its associated financial and capital structure.

HCA130 – Healthcare Writing and Communications

This course focuses on the writing needs of students in allied health fields. Proofreading and revision exercises help develop critical thinking skills in writing and a keen eye for written work. The course reviews basic writing concepts but also builds knowledge specific to communication in healthcare fields.

HCA205 – Principles of Health and Disease

This course is a comprehensive survey of common diseases affecting each body system. This class presents the basic principles of human disease, organized by human organ system. Included in the course are new diagnostic tests and lab procedures, treatment and diagnostic sections to include common treatments and general medical options, coverage of disease statistics, risk factors for diseases and disease prevention.

HCA305 – Health Perspectives and Assessment

This class includes extensive coverage of the administrative medical assisting profession including the history of the profession, the responsibilities of the medical assistant, responding to emergencies in the medical office, medical practice finances, and career strategies for the medical assistant.

HCA310 – HIPAA and Electronic Health Records

This course prepares students to understand and use electronic records in a medical practice. The material is designed to train future users of EHR programs to document patient exam, diagnosis, orders, and coding. The course focuses on the importance and implementation of electronic record keeping. The impact of HIPAA rules is examined from the perspective of patients and providers. An access code is required for this course. Please call EMC Paradigm at 800-535-6865 to order your textbook. Order ISBN: 978-0-76388-138-2

HCA315 – Legal Aspects of Health Care Administration

The course provides essential legal and ethical principles for healthcare careers. It provides a foundation of all the essentials including the legal system, the patient/physician relationship, professional liability and medical malpractice prevention, public duties of the physician, workplace law and ethics, the medical record, confidentiality, bioethical issues, and HIPAA.

HCA320 – Healthcare Policy and Economics

This undergraduate-level course focuses on how healthcare policies, financial issues, regulations, legislative actions, businesses, healthcare providers, and other stakeholders influence healthcare in the United States and the world. Students will develop a solid understanding of the broader context of healthcare, including how patient care services are organized and financed, and how reimbursement is structured. Students will learn how healthcare policy is both developed and changed, and how that process can be influenced by healthcare professionals as well as lay and special advocacy groups. Students will be encouraged to participate in the political process and advocate for patients, families, communities, their profession, and changes in the healthcare system as needed. Advocacy for vulnerable populations with the goal of promoting social justice is discussed.

HCA405 – Medical Office Management

This course focuses on what office managers actually do on the job. The material systematically explores the full range of office management topics-office environment, employees, systems, and functions. The course examines selecting, supervising and motivating employees. The analysis of job duties and performance are also covered.

HCA410 – Healthcare Careers

With a focus on professional involvement, this course shows all health care students how they can be more engaged in their profession. Taking a how-to approach, it clearly outlines the types of professional activities that develop one's professional identity with a special focus on life after college. The course utilizes action-oriented assignments and address professional behaviors, professional organizations, workshops, seminars, conferences and community involvement in order to provide students with a foundation of knowledge to better help them develop the career they seek in healthcare.

HCA499 – Senior Capstone

This project-based course is designed to encourage you to draw upon knowledge and experience that you have gained during your Healthcare Administration studies with Aspen's School of Professional Studies. The project also permits you to integrate your other related educational or professional development activities. Projects are intended to be of an applied and pragmatic nature and we hope that the outcome and findings of your research will be of value to you, either in connection with your own organizational, or globally, such as in the development of a framework to address an issue that affects medical care offices, whether in private practice or a small hospital setting.

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Higher Education Courses

EDH810 – Historical and Legal Perspectives in Higher Education

This course explores higher education law and critical issues in higher education including the numerous facets of sub-topics that fall under both. These include governance of higher education, sources of higher education law, legal relationships within institutions of higher education, law/policy distinction, and the U.S. legal system as it relates to higher education law. This course includes methodological approaches using a new historical lens and critical examinations of special issues.

EDH812 – Student Affairs and Development in Higher Education

One of the critical areas of higher education administration is student affairs. University and college leaders must understand the characteristics of a student population and be able to create environments that promote learning, safety, socio-emotional health, and inclusion. This course explores topics related to assessing student learning, establishing positive campus cultures, dealing with crisis on campus, involving community partners, and designing academic intervention plans.

EDH814 – Accountability and Accreditation

This course addresses the issue of assessment, accountability, and accreditation. It examines the national context for a culture of assessment and address issues in mission identification and planning. Students explore the use of tools to evaluate institutional effectiveness and develop measures to investigate the degree to which student learning is shaped by these dynamics. Clearly, cost is a factor in higher education and program effectiveness is impacted by how these initiatives are conceptualized, executed, and ultimately led. Communication and goal identification are also key points of interest.

EDH816 – Strategic Planning

This course explores the essence of contemporary strategic planning. Strategic planning today has evolved in terms of process and expected outcomes and this course investigates both in higher education institutions. All effective leaders need to have a solid, achievable plan that targets the specific outcomes of the organization. This course addresses techniques for implementing strategic planning that result in a significant impact on the success of the institution.

EDH818 – Financial Management and Enrollment Development

In this course, the student has an opportunity to explore financial planning and the enrollment development process. Both of these aspects of leadership in a modern day educational system are linked. Developing the skills, strategies, and necessary leadership to accurately navigate these ever-changing dynamics creates opportunities for much better outcomes. This course explores this emergent topic and directly identifies mechanisms for developing enrollment goals that drive budget needs.

EDH820 – Building Scholarship and Organizational Governance

This course explores four main components of governance within higher education institutions. In higher education these include:

- a. organizational governance,
- b. teaching,
- c. learning,
- d. research.

The sub-topics that are covered are converting theory to practice, political and cultural issues in higher education settings, the concept of organized anarchy, quality teaching, diversity, assessment, workplace learning, developing research and scholarship, and learning in the digital age. The sub-topics weave into the larger umbrella of the main four topics and all are necessary to be successful in higher education leadership.

Humanities Courses

HUM100 – World of Art

This course puts the humanities in perspective by discussing the arts and ways of knowing art's main concerns, purposes, and functions. The course also discusses artistic style and how to apply critical skills. This course is designed for students with little or no background in the arts.

HUM110 – Introduction to Spanish I

This course provides an introduction to basic conversational Spanish. Students will study vocabulary, verb conjugation and sentence structure with a focus on practice of Spanish speaking in real life situations.

HUM111 – Introduction to Spanish II

This course continues with basic conversational Spanish. Students will study vocabulary, verb conjugation, and sentence structure with assignments geared towards speaking Spanish in real life settings.

HUM135 – Literary Studies

This course is intended to enrich student learning through their active engagement with ideas in written text. This course provides students with multi-genre reading experiences designed to

immerse them in critical and creative thinking as they address problems and issues from multiple perspectives. Students will be encouraged to see language as a way to create meaning in their lives and to see themselves as writers with a purpose and an audience.

HUM140 – Introduction to Ethics

This course provides students with an opportunity to study and appreciate diverse ethical positions different from those they may have been acculturated into. Topics studied include issues such as abortion, euthanasia, racial discrimination and injustice as well human rights, war and violence, gender issues and human cloning. This course is designed to use current ethical issues as a means to help students think critically about ethical issues in the real world.

HUM155 – American History I

This course covers American history from the 1500s to post Civil War Reconstruction. You will study a diverse range of cultures from these time periods and how migrations, social and economic changes and interactions between cultures have shaped the history of America. You will study the shifting frontiers and political landscapes of the land before and after the Revolution and examining associated patterns to form a big picture of the historical story of America.

HUM156 – American History II

Part II of American History covers the rise of industrial America, up to the post-cold-war era. The course visually represents complex and controversial decisions and underscores that historical events were contingent on human agency, and not inevitable. Topics include New York's decision to ratify the Constitution, female suffragists' decision to withhold support for the Fifteenth Amendment, and President Truman's decision to drop the atomic bomb on Japan. It also presents students with excerpts from key primary source documents to exemplify conflicting visions of America. This feature helps students to recognize that Americans have always debated the course of action their country should take to remain true to its founding principles.

HUM157 – World History

This course and accompanying readings interweave two stories: the story of our interactions with nature and the story of our interactions with each other. The environment-centered story is about humans distancing themselves from the rest of nature and searching for a relationship that strikes a balance between constructive and destructive exploitation. The culture-centered story is about how human cultures have become mutually influential and yet mutually differentiating. Both stories have been going on for thousands of years and will provide a well-rounded course in world history. The textbook for this course will be available in the classroom.

HUM410 – Academic Success: Strengthening Scholarly Writing

This undergraduate-level course acclimates students to the academic community by developing and refining the knowledge and skills needed to read and critically analyze scholarly texts, write essays of increasing complexity, and practice stages of the composing process. Students are introduced to principles of effective written communication and critical reading, with a focus on invention, drafting, revising, editing, and self-assessment of written scholarly work. While a number of citation and formatting styles exist in scholarly writing, this course focuses on application of the basic rules of the American Psychological Association (APA) style.

Information Management Courses

SIM799 – Graduate Capstone

The capstone project allows students to apply the knowledge and skills acquired in their courses to the work environment. This project is completely individualized; students are encouraged to select work-related projects that are of particular interest to them and that will result in professional growth and benefit the organization.

Information Systems Courses

SIS799 – Graduate Capstone

The capstone project allows students to apply the knowledge and skills acquired in their courses to the work environment. This project is completely individualized; students are encouraged to select work-related projects that are of particular interest to them and that will result in professional growth and benefit the organization.

Information Technology Courses

SIT799 – Graduate Capstone

The capstone project allows students to apply the knowledge and skills acquired in their courses to the work environment. This project is completely individualized; students are encouraged to select work-related projects that are of particular interest to them and that will result in professional growth and benefit the organization.

Management Courses

MGT215 – Customer Relationship Management

This course explores the aspects and impacts of CRM. It examines how Web 2.0 technologies and social media tools are being woven into CRM strategies. The course identifies the new business models being used by the most successful companies and also provides guidance on how other companies can and should adopt these innovations. Students will explore companies that are

providing the best tools, provide various recommendations and insights and present insightful interviews with industry leaders on how to establish and maintain customer relationships.

MGT240 – Operations Management

This course examines recent developments in operations management including revenue management, bullwhip effect, supply chain coordination and manufacturing flexibility. Quantitative topics are explained using real-world examples with data from actual companies. It introduces the topics including process flow, estimating, labor costs, batching, the impact of variability, projecting uncertain demand, reactive capacity, risk pooling and others.

MGT414 – Principles of Management

This course trains on managing in the new competitive landscape, how business operates on a global scale, what types of technology is advancing online and offline, and managing for competitive advantage through environmental analysis and responding to the environment. The functions of management are demonstrated in eight modules and cover every management topic from the foundational theories and paradigms to ethics, strategic planning, the management of human resources in a diverse workforce, and of course, leadership, teamwork, and entrepreneurship.

MGT424 – Leadership in Organizations

This course provides a basic foundation of skills needed to equip students for future leadership activities. It introduces the history, philosophy, theories, and concepts of leadership and its relationship to the management of organizational change. Students identify and hone their own personal characteristics that will help them develop into effective leaders.

MGT464 – Organizational Behavior

This course focuses on the people in the organization and how they work and behave in the work environment. It examines the behavior of individuals, the dynamics of teamwork, the processes of small groups, decision-making, problem-solving, conflict management, and ways to eliminate barriers to effective communications within the workplace.

MGT474 – Fundamentals of Project Management

This course introduces students to the fundamental elements of effective project management. In the context of the typical project life cycle, the required tools and techniques used to plan, measure, and control projects and the methods used to organize and manage projects are presented.

MGT494 – Strategic Management

Strategic management is designed to help students effectively guide an organization toward a profitable and dynamic future. This course provides students with a formal method of defining the organization's purpose and aligning the entire business to achieve corporate goals. It also examines emerging technologies in information processing as an important element of strategic planning.

MGT500 – Management

Management provides a solid foundation for facing the challenges of a rapidly changing and highly competitive business environment. This course introduces the fundamental management functions of planning, decision-making, organizing, leading, and controlling, as well as the tools and techniques of managing people, processes, projects, and the work environment. Students explore current issues in management and gain insights into how successful organizations operate.

MGT505 – Managing in an Age of Information Technology Change

This course investigates the challenges that fast-paced frequently-changing IT environments present to managers. Students will examine factors that are common to most IT departments, symptoms of IT-related problems, the characteristics of software projects, and the challenges of managing IT personnel and IT projects. Students will develop the skills managers must possess to successfully manage IT projects.

MGT514 – Human Relations Management

This course is designed to assist students in becoming more effective in professional as well as personal life through the development of human relations skills. Emphasizing different aspects of human relations, this course covers such topics as career advancement, developing good work habits, and managing stress and personal problems. This course is ideal for managerial, professional, and technical workers who want to improve workplace and personal relationships.

MGT520 – Quantitative Analysis

Welcome to Quantitative Analysis. This course provides you with the background for using a broad array of powerful analytic tools to make business decisions. The skills you acquire and sharpen in this course will enable you to make recommendations regarding key business decisions based on the application of quantitative models. In addition, these skills will also enhance your ability to communicate and to reason in work, academic, and personal situations. By learning which methods are appropriate to a given situation and by becoming familiar with the assumptions associated with each method, you will be able to evaluate the quality of business proposals made by others. The abilities and knowledge to be gained from this course will help you become a better-skilled decision maker and problem solver. A key ability is to use mathematical programming to make or confirm decisions instead of relying on rules of thumb, opinions, and expert judgment.

MGT570 – Advanced Strategic Management

Advanced Strategic Management is designed to help students effectively guide an organization toward a profitable and dynamic future. This course provides students with a formal method of defining the organization's purpose and aligning the entire business to achieve corporate goals. It also examines emerging technologies in information processing as an important element of strategic planning.

MGT590 – Advanced Organizational Behavior

Today, businesses run on hardware, software, and human capital more than ever before. This course focuses on the people in the organization and how they work and behave in the work environment. It examines the behavior of individuals, the dynamics of teamwork, the processes of small groups, decision-making, problem-solving, conflict management, and ways to eliminate barriers to effective communications within the workplace.

MGT645 – Project Management Essentials

Project Management Essentials introduces the fundamental elements of effective project management and provides students with the opportunity to apply these elements using exercises and examples based on real-time projects. The tools and techniques used to plan, measure, and control projects, as well as the methods used to organize and manage projects, are also discussed. If you intend to certify as a Project Management Professional (PMP)[®], initiate contact with the Project Management Institute at www.pmi.org and/or your local PMI[®] chapter.

MGT646 – Project Management Organizational Framework

Project Management Organizational Framework covers principles and practices presented in the Project Management Body of Knowledge (*PMBOK[®] Guide*) developed by the Project Management Institute (PMI) Standards Committee. This guide addresses such organizational and structural issues as scope, time management, human resource planning, and project communications, and serves as the foundation for the project manager certification areas of competency.

MGT647 – Project Management Integration Framework

PMIF completes the topics presented in the Project Management Institute's Project Management Body of Knowledge and includes project cost, quality, procurement, and risk management. Continuing the work from PMOF, PMIF provides students with additional opportunities to apply these concepts using real-life exercises and examples. Special consideration is given to preparing students for the Project Management Professional (PMP)[®] certification exam.

MGT649 – Information Technology Project Management

In today's fast-paced and dynamic environment, innovative information technology and system development projects are critical to many companies' success. The emphasis on such projects creates greater demand from senior management to deliver quality information technology projects on time, within budget, and which add functionality and value to their customers and clients. IT Project Management will teach the project manager how to integrate sound project management principles in the information technology project's development profile in order to assure every aspect of the project is under control and

delivers the technical objectives. This course will also cover the IT project's life cycle from initiation through closeout and address all the components of project management as they relate to IT projects, based on the Project Management Body of Knowledge (*PMBOK® GUIDE*) as defined by the Project Management Institute (PMI).

Masters in Education Courses

MED700 – Integrating Technologies Across the Curriculum

This course provides practical skills to meaningfully incorporate technology into the classroom in order to enhance students' understanding of the curriculum. Students create a portfolio; examine Internet resources and evaluate educational software.

MED705 – Research on Effective Teaching

This course is a research-based course that requires students to survey the research literature on effective teaching and schools. Research in a particular area, on-site observations in a school setting, and post-observation and analysis of observed teaching and learning are examined and compared to what the literature reveals is “*best practices*”.

MED710 – Multidisciplinary Foundations of Education

This course gives students an opportunity to study the dynamic and continuing impact of social, political, and economic forces on American education. Students are introduced to the historical evolution of the public schools to help them identify important social issues that can have an impact on the educational system. Students are required to complete a major research paper.

MED720 – The Instructional Role of Assessment

The purpose of this course is to explore how accountability system standards, relevant, engaging curriculum, and valid assessments all fit together to increase student achievement. The process of interdisciplinary, standards-based instruction and assessment are discussed in depth.

MED725 – Classroom Environments and Management

This course analyzes two current challenges requiring an emphasis in the importance of classroom management strategies. The first is the increasing number and levels of disruptive student behaviors occurring in the classroom. The second is the pressure of high stakes testing, which has resulted in lowered achievement scores, a decrease in student morale, and a lack of overall motivation to learn. This course examines effective classroom management techniques intended to address current challenges with the learning environment.

MED730 – Curriculum Development, Implementation and Evaluation

The purpose of this course is to study the process of curriculum development from the planning stages to implementation and ultimately evaluation. This course examines the foundations of curriculum, the principles used in designing and applying curriculum, and the current educational, policy and social issues that impact the curriculum field.

MED740 – Ethics and Educational Law

Ethics and Educational Law deals with the legal obligations and ethical responsibilities of educators. The course presents an overview of the general topics most commonly experienced by educators including student privacy, gender and disability law, constitutional rulings on prayer and religious expression, discipline, and reporting issues. The rights of teachers, students, and school administrators are discussed within the context of new Supreme Court Rulings.

MED750 – Introduction to Online Learning and Internet Research

This course provides students with an opportunity to learn about online, teaching and learning, integration, and research issues. Students learn to use online content, develop critical thinking skills, and to formulate effective search strategies in order to research and document valuable and current resources. This course outlines how to exploit a variety of Internet- and Web-based discussion and information-sharing tools. Students discuss how to integrate best practices of content authentication and validation into research techniques. Throughout the course, students examine various strategies for locating, evaluating, citing, and applying information resources in the research process and for use in the classroom.

MED751 – Instructional Design

The purpose of this course is to study the fundamental principles of instructional design, not just as a means of instructional delivery, but also as a system for diagnosing and remediating human performance problems. This course examines the foundations of instructional design, and focus on models that reflect the instructional design process.

MED752 – Multimedia for Educators

This course discusses the integration of multimedia with education. Students in this course acquire the knowledge and skills necessary for using multimedia to actively engage their students in learning, and create enthusiasm for class curriculum and instruction. This course presents the fundamental concepts and techniques required for working with multimedia, and solutions for common multimedia pitfalls. Students learn how to use current technology to combine multimedia elements for the effective delivery of educational content.

MED753 – The Wired School: Emerging Technologies

This course provides an in-depth discussion of both the theories and application of technology in the classroom. Educational technology can enrich and enhance instructional experiences for both the teacher and the student. This course explains, on many levels, how educational technology can provide resources for teachers and students and opens the door to more comprehensive learning as well as extends the learning process. This course examines the latest hardware and software that is enabling new technologies in the classroom, but also explores the idea that the very structure of education needs to be examined in light of these new technological tools.

MED760 – Emotional Intelligence and Academic Achievement

This course examines the significance of social-emotional learning in the classroom. This course is designed to illuminate the connection between emotional intelligence and academic achievement. Students become familiar with the field of social-emotional learning, its rationale, how it supports and enhances academic achievement and other areas of school improvement, and best practices in the field as exemplified through acclaimed programs and approaches.

MED761 – Curriculum Mapping and Assessment Data

This course provides students with detailed coaching on using curriculum mapping and assessment analysis to evaluate student achievement. Traditionally, student achievement gaps have been identified using parallel assessment and evaluation of curriculum development and management processes. In this course, students learn how to employ reports generated from curriculum mapping software to create meaningful consensus on how to create a learning environments full of possibility and engagement.

MED762 – Schools and Leadership

This course examines the significance of effective leadership to the successful administration of schools and colleges. Educational leadership now involves confronting complex social issues such as educational equity, inclusion and diversity. Strong leaders are required for implementing changes that bring about social and educational justice. This course presents a broad range of expert analysis from the education field, and stimulates meaningful debate about leadership concepts among students and educational administrators.

MED763 – Academic Portfolios

This course provides an in-depth examination of the principles of using academic portfolios for authentic assessment. The richness of the portfolio as a valuable assessment tool in schooling has become evident to educators in the United States and throughout the world. Academic portfolios have been introduced, implemented, and modified to measure student achievement. This course addresses the importance of portfolios and e-portfolios in the academic lives of students and teachers. This course provides

students with an understanding of the various definitions of print and e-portfolios, and promotes understanding of student evaluation and assessment.

MED780 – Leadership Basics

The purpose of this course is to explore the definition and application of strategic leadership. The course examines the conceptual foundations of strategy as a leadership skill, discusses the practice of strategy, relates the components of an effective strategy, and evaluates the limits and possibilities of strategic leadership.

MED781 – Educational Innovation

In order to be a transformational leader, one who is competent as an agent of change, one must first be transformed as an educator and person. Leaders must format creative ways to deliver education and become prepared to take ownership as a leader. Teachers are given the opportunity to create and work in new educational environments. These opportunities increase the responsibility level and lead to new skills necessary for leadership. Students experience personal reflection about who they are, why they are educators, what they hope to accomplish, and begin setting new professional goals as teacher-leaders. Students discuss the history of American education reform in order to create a personal and professional philosophy for leadership and reform. Readings, reflection, discussions, and experiences are used to help students begin developing a personal philosophy and the skills required for becoming a transformational leader.

MED782 – Shaping School and Community Cultures

The purpose of this course is to review significant issues in the field of educational leadership. Public education has only recently come to realize the central role instructional leaders play in the success of schools. This course offers insights and examples of how to build a positive, caring, and intellectually challenging culture.

MED783 – Communicating and Framing Leadership Issues and Decisions

The purpose of this course is to treat leaders as managers of the meanings of their world. In particular, the course introduces leaders to the skill of framing, which is not in-born but can be taught. Based on extensive research and questionnaires, framing situations, strategies and tools can be identified, analyzed and communicated. This course examines not only the nature of leadership in decision-making, but also the role of communication as an integral component of effective leadership.

MED799 – Graduate Capstone

The purpose of this capstone project allows students to develop an original, comprehensive research project on a topic of professional or personal interest. Students apply the knowledge and skills acquired in their courses to the work environment. Projects are intended to be of applied and pragmatic nature, producing valuable research outcomes and findings either in connection with the student's organizational situation, or in the exploration of entrepreneurial opportunities.

Mathematics Courses

MAT125 – Critical Thinking

This course prompts students to question their own assumptions and to enlarge their thinking through the analysis of the most common problems associated with everyday reasoning. Three main concepts include the fundamentals of critical thinking, common barriers to critical thinking, and strategies for overcoming those barriers. Critical Thinking outlines persuasion through rhetoric and understanding the details of deductive and inductive argumentation and logic. Further, students delve into causal explanation, explanatory adequacy and forming hypotheses. Major perspectives in moral reasoning, consequentialism, legal morality, religious relativism and religious absolutism are covered along with virtue ethics.

MAT130 – Concepts of Fundamental Mathematics

Concepts of Fundamental Mathematics will be a review of fundamental math concepts for some students and may break new ground for others. Students of all backgrounds will be delighted to find an approach that appeals to all learning styles and reaches out to diverse demographics. Through down-to-earth explanations, patient skill-building, and exceptionally interesting and realistic applications, this course will empower students to learn and master mathematics in the real world. Textbook is offered free online & does not need to be purchased separately.

MAT180 – Statistics

This course is designed to provide students an overview of the field of statistics and its many applications. This course is applications oriented and written with the needs of the non-mathematician in mind. Although the course is applications-orientated, we have taken care to provide a sound methodological development and to use notation that is generally accepted for the topic being covered. Students will find that this course provides a good preparation for the study of more advanced material.

MAT181 – Nursing Statistics

This statistics course is designed to prepare the nurse to understand statistical concepts and apply them to nursing issues, through analysis of data, statistics, and journal articles. Assignments are applied to nursing practice situations and patient care to move the student from the conceptual to the applied level of evidence-based practice. The student learns to describe issues and make inferences using statistics. ***Textbook is available in the classroom***

MAT200 – Principles of Accounting I

The purpose of accounting is to provide a means of recording, reporting, summarizing, and interpreting economic data. In order to do this, an accounting system must be designed. A system design serves the needs of users of accounting information. Once a system has been designed, reports can be issued and decisions based upon these reports are made for various departments. Since accounting is used by everyone in one form or another, a

good understanding of accounting principles is beneficial to all. Accounting is concerned with the design, interpretation of data, and the preparation of financial reports. Three forms of business entities exist:

1. Sole proprietorship
2. Partnership, and
3. Corporations

Corporations have the unique status of being a separate legal entity in which ownership is divided into shares of stock. A shareholder's liability is limited to his/her contribution to capital. Whenever a business transaction is recorded, it must be recorded to accounting records at cost. All business transactions must be recorded. All properties owned by businesses are assets. All debts are liabilities. The rights of owners are equity.

MAT201 – Principles of Accounting II

A continuation of Principles of Accounting I, this course extends the accounting principles and procedures to corporate accounting. Budgeting, managerial accounting, and automated accounting systems are introduced.

MAT245 – Personal Finance

This course provides comprehensive coverage of personal financial planning in the areas of money management, career planning, taxes, consumer credit, housing and other consumer decisions, legal protection, insurance, investments, retirement planning, and estate planning. The goal is to teach the fundamentals of financial planning so students can make informed choices related to spending, saving, borrowing, and investing that lead to long-term financial security. Provided financial planning tools help identify and evaluate choices as well as understand the consequences of decisions in terms of opportunity costs.

MAT350 – Quantitative Methods

The quantitative approach involves using numbers to help define, describe, and resolve a wide range of business problems. Quantitative Methods is an overview of statistical techniques used in business decision-making. Students examine research design, statistics, data analysis, and research methodology.

MAT444 – Finance for Managers

This introduction to corporate financial management and investments provides the framework, concepts, and tools for analyzing financial decisions by applying the fundamental principles of modern financial theory. Major topics include the time value of money and capital budgeting.

Medical Management Courses

HCA415 – Healthcare Ethics

This class applies critical thinking tools to medical ethics readings, and explains the dialogue which is formed by the readings and clarifies how the various thinkers respond to one

another in a common discussion. The course's unified approach offers a critical thinking pedagogy to pull the many ethical perspectives together. The class examines moral theory and illustrates critical thinking tools.

Natural and Physical Science Courses

NPS100 – Introductory Biology

This course provides a foundation of factual knowledge about biology in order to help students build a cognitive framework for critical scientific thinking. Students will learn key biological terms and theories and exhibit understanding of these terms through assignments that incorporate case studies, essays and ethics questions concerning current biological issues.

NPS105 – Introduction to Alternate Energy

This course is an introductory course covering a wide spectrum of alternative energy sources. At the end of this course, the students will be able to demonstrate a general level of understanding of renewable energy technologies; solar, wind, tidal, wave geothermal etc. An appreciation of the socio-economic issues associated with the widespread use of renewable energy will also be gained. The students will develop specific skills necessary to assimilate scientific and engineering concepts, to model these concepts mathematically and to form a rigorous solution, along with the ability to assess the practical limitations of such solutions.

NPS110 – Survey of Chemistry

This course is designed to help students learn chemical skills and concepts by studying the connection between key concepts and key problem-solving skills through critical thinking. Basic math and problem solving skills will be covered in order to lay a foundation for the study of a variety of diverse chemistry concepts including the periodic table, chemical bonding, and stoichiometry of gases.

NPS115 – Introduction to Environmental Science

This course focuses on environmental issues such as global climate change, geology, minerals, and mining. This course aims to provide a basis of knowledge on environment issues and hone the skills needed to make informed decisions on environmental issues.

NPS195 – Study of Physical Science

This course is on thinking about and understanding your physical surroundings. It is a straightforward but substantial introduction to the fundamental behavior of matter and energy. It is intended to serve the needs of non-science majors who are required to complete one or more physical science course and will introduce basic concepts and key ideas while providing opportunities to learn reasoning skills and a new way of thinking about your environment.

Nursing Courses

N110 – Foundations of Nursing Practice

The Foundations of Nursing Practice course provides the emerging nurse with foundational concepts of the nursing profession. Professional Nurses have unique societal roles at local, national and global levels. This course examines the historical roots of professional nursing, current theories that drive professional practice and the value of evidence-based practice for clinical decision-making. **Prerequisite:** Admission to the program.

N300 – Mental Health

In this course, students utilize the nursing process to provide behavioral health care in community and acute inpatient settings for individuals, families, and community groups. Emphasis is placed on primary, secondary, and tertiary levels of behavioral health care, including pharmacotherapy and nursing interventions for clients in crisis and clients with serious and persistent mental illness. Concepts including therapeutic communication, interdisciplinary collaboration, client-centered coping-skills, and affective skills of critical thinking are integrated with biopsychosocial, spiritual, and cultural aspects of behavioral health nursing practice. ****Textbook is available in the classroom****

N300C – Mental Health - Clinical

In this clinical course, students use the nursing process to apply clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, assess, and implement direct client care in assigned behavioral health care settings. Students have the opportunity to practice therapeutic communication skills. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. This course is not offered online. ****Textbook is available in the classroom****

N310 – Fundamentals of Nursing

This course introduces the role of the nurse as an integral part of the healthcare team describing the concepts of critical thinking, nursing process and evidence-based practice. The students will learn infection control practices and client safety as it relates to National Patient Safety Goals, utilizing theory and laboratory instructional methodology. Nursing skills and knowledge will be developed by emphasizing the concepts of therapeutic communication, biological needs, developmental theories and cultural influences, client oxygenation, fluid/electrolyte, self-concept, sexuality, and spiritual needs, complimentary/alternative therapies, clients with cancer, and those experiencing death/loss/grief. Principles of teaching and learning are also discussed relevant to client care needs. Laboratory and clinical skills are focused on assisting clients with biological needs, medication administration, and pain management. This course must be taken concurrently with N310-L, which is the complementary Lab course.

****Textbooks are available in the classroom.****

N310L – Fundamentals of Nursing - Skills Lab

This course provides an introduction to the role of the nurse as an integral part of the healthcare team describing the concepts of critical thinking, nursing process and evidence-based practice. The students will learn infection control practices and client safety as it relates to National Patient Safety Goals utilizing theory and laboratory instructional methodology. Nursing skills and knowledge will be developed by emphasizing the concepts of therapeutic communication, biological needs, developmental theories and cultural influences, client oxygenation, fluid/electrolyte, self-concept, sexuality, and spiritual needs, complimentary/alternative therapies, clients with cancer, and those experiencing death/loss/grief. Principles of teaching and learning are also discussed relevant to client care needs. Laboratory and clinical skills are focused on assisting clients with biological needs, medication administration, and pain management. This course must be taken concurrently with N310, which is the complementary didactic course. This course is not offered online. ***Textbooks available in classroom.***

N315 – Professional & Legal Aspects of Nursing Practice

This course introduces the concept of worldview. It provides an overview of ethical principles in healthcare and how to identify ethical dilemmas in nursing practice. A model for ethical decision making in nursing will be introduced. Legal issues in nursing practice and the elements of professional malpractice will be presented. Regulatory issues and the role of the Nurse Practice Act will be covered.

N320 – Introduction to Health Assessment

This course builds on the core curriculum courses to develop the essential assessment skills necessary for nursing students. The course focuses on a holistic approach to health assessment as the basis for nursing intervention and practice. The student will use therapeutic communication to assess health history and perform physical examinations for clients across the lifespan, to include special populations while considering cultural needs. Teaching and learning will take place in the distance learning classroom and the laboratory setting. ***Textbook is available in the classroom***

N320L – Introduction to Health Assessment - Lab

This course builds on the core curriculum courses to develop the essential assessment skills necessary for nursing students. The course focuses on a holistic approach to health assessment as the basis for nursing intervention and practice. The student will use therapeutic communication to assess health history and perform physical examinations for clients across the lifespan, to include special populations while considering cultural needs. Teaching and learning will take place in the distance learning classroom and the laboratory setting. This course must be taken concurrently with N320, which is the complementary didactic course. This course is not offered online. ***Textbook is available in the classroom***

N350 – Maternal Health

This course introduces nursing concepts related to women's health, pregnancy, and newborn care. Focus is on health promotion and disease prevention, pharmacologic concepts, ethical and legal aspects, and decision making for childbearing families. Nursing care of the normal and high-risk childbearing family from preconception through the postpartum period is addressed. Emphasis is on promoting positive outcomes during the childbearing phase of family development. ***Textbook is available in the classroom***

N350C – Maternal Health - Clinical

In this clinical course, students use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidencebased practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childbearing family. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Obstetric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. This course is not offered online. ***Textbook is available in the classroom***

N355 – Adult Health I

This course focuses on nursing care of adult clients. Students demonstrate competency in the advancing role of the professional registered nurse and clinical reasoning to improve client outcomes. Students begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement nursing care. ***Textbook is available in the classroom***

N355C – Adult Health I - Clinical

In this clinical course, through use of the nursing process, students begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement direct care for adults experiencing acute and chronic health disruptions in a variety of health care settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidencebased practice in providing holistic, client-centered care. Medical-surgical nursing skills necessary to providing care are introduced and practiced in laboratory and simulated settings. This course is not offered online. ***Textbook is available in the classroom***

N360 – Child Health

This course focuses on theories and concepts of growth and development, cultural influences, ethical issues, and physiological responses related to the nursing care of both the sick and well child. Emphasis is placed on teaching and community resources related to the childrearing family from infancy through adolescence. ***Textbook is available in the classroom***

N360C – Child Health - Clinical

In this clinical course, students use the nursing process to analyze clinical data, knowledge of pharmacology, pathophysiology, evidencebased practice, and assessment findings to collaboratively plan, prioritize, and implement client care in assigned health care settings related to the childrearing family. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care. Pediatric nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. This course is not offered online. ***Textbook is available in the classroom***

N365 – Adult Health II

This course focuses on nursing care of adult clients. Students demonstrate competency in the advancing role of the professional registered nurse and clinical reasoning to improve client outcomes. Students begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement nursing care. ***Textbook is available in the classroom***

N365C – Adult Health II - Clinical

In this clinical course, through use of the nursing process, students begin to integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, and implement direct care for adults experiencing acute and chronic health disruptions in a variety of health care settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidencebased practice in providing holistic, client-centered care. Medical-surgical nursing skills necessary to providing care are introduced and practiced in laboratory and simulated settings. This course is not offered online. ***Textbook is available in the classroom***

N410 – Adult Health III

In this course, students synthesize advanced medical-surgical and pharmacologic concepts. Students use the nursing process to manage clients with higher levels of acuity and complex health needs. ***Textbook is available in the classroom***

N410C – Adult Health III - Clinical

In this clinical course, students utilize the nursing process to independently plan, prioritize, implement, and evaluate direct client care for adults with complex health needs. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidencebased practice in providing holistic, client-centered care. Advanced medical-surgical nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. This course is not offered online. ***Textbook is available in the classroom***

N415 – Research / Evidence-Based Practices

In this course, students are introduced to the research process and methodologies using qualitative and quantitative data. Students examine the processes required to integrate evidence

into nursing practice. Emphasis is on evaluation and application of scientific evidence affecting nurse-sensitive quality indicators. Students differentiate types and levels of evidence and identify appropriate sources that inform nursing practice. Strategies for implementation, methods of evaluation, and dissemination of research findings are discussed. This course also expands on informatics technology used to support data, information, and knowledge needs in the delivery of nursing and health care.

Textbook is available in the classroom

N420 – Adult Health IV

In this clinical course, students utilize the nursing process to independently plan, prioritize, implement, and evaluate direct client care for adults with complex health needs. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidencebased practice in providing holistic, client-centered care. Advanced medical-surgical nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. ***Textbook is available in the classroom***

N420C – Adult Health IV - Clinical

In this clinical course, students utilize the nursing process to independently plan, prioritize, implement, and evaluate direct client care for adults with complex health needs. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidencebased practice in providing holistic, client-centered care. Advanced medical-surgical nursing skills necessary for providing care are introduced and practiced in laboratory and simulated settings. This course is not offered online. ***Textbook is available in the classroom***

N455 – Transition to Professional Practice

This course is designed as a culminating experience in the professional role development of the student nurse. Emphasis is on integrating qualities of accountability, advocacy, integrity, lifelong learning, clinical reasoning, competence, caring and compassion towards building confidence as the student transitions into the role of the novice nurse. The Nurse of the Future competencies, the AACN Baccalaureate Essentials, and NCLEX test plan form the foundation of this course. Throughout this course, numerous assignments are connected to your clinical experience N455C, which must be taken concurrently.

N455A – Transition to Professional Practice

This course is designed as a culminating experience in the professional role development of the student nurse. Emphasis is on integrating qualities of accountability, advocacy, integrity, lifelong learning, clinical reasoning, competence, caring and compassion towards building confidence as the student transitions into the role of the novice nurse. The Nurse of the Future competencies, the AACN Baccalaureate Essentials, and NCLEX test plan form the foundation of this course. Throughout this course, numerous assignments are connected to your clinical experience N455AC, which must be taken concurrently.

N455AC – Transition to Professional Practice - Clinical

This course is designed as a culminating experience in the professional clinical development of the student nurse incorporating current standards of nursing practice. Emphasis is on applying evidenced-based practice in the clinical setting. The student assumes responsibility for providing, delegating, evaluating, planning, and supervising culturally sensitive nursing care in diverse environments. Clients with complex health issues and multiple comorbidities are assessed and cared for in simulated and actual clinical settings. The student builds confidence and develops competence while practicing safe, quality, patient-centered holistic care across the life span. Students analyze the assessment findings for management of patient care outcomes. Students use increasingly higher levels of clinical reasoning in patient-centered care. This course must be taken concurrently with N455A.

N455B – Transition to Professional Practice

This course is designed as a culminating experience in the professional role development of the student nurse. Emphasis is on integrating qualities of accountability, advocacy, integrity, lifelong learning, clinical reasoning, competence, caring and compassion towards building confidence as the student transitions into the role of the novice nurse. The Nurse of the Future competencies, the AACN Baccalaureate Essentials, and NCLEX test plan form the foundation of this course. Throughout this course, numerous assignments are connected to your clinical experience N455BC, which must be taken concurrently.

N455BC – Transition to Professional Practice - Clinical

This course is designed as a culminating experience in the professional clinical development of the student nurse incorporating current standards of nursing practice. Emphasis is on applying evidenced-based practice in the clinical setting. The student assumes responsibility for providing, delegating, evaluating, planning, and supervising culturally sensitive nursing care in diverse environments. Clients with complex health issues and multiple comorbidities are assessed and cared for in simulated and actual clinical settings. The student builds confidence and develops competence while practicing safe, quality, patient-centered holistic care across the life span. Students analyze the assessment findings for management of patient care outcomes. Students use increasingly higher levels of clinical reasoning in patient-centered care. This course must be taken concurrently with N455BC.

N490 – Issues and Trends in Professional Nursing

Issues and Trends in Professional Nursing analyzes the impact of economic, demographic and technological forces on health care delivery, and the concerns relating to ethical, legal, and social issues that influence nursing practice. A historical background gives perspective to current nursing problems, and future trends are considered in terms of their impact on roles and practice. Issues impacting professional nursing are examined within a

framework set forth by the Institute of Medicine's (IOM) five core competencies on quality and healthcare. The potential transformation of nursing practice in response to societal changes will be explored as well as the new opportunities these challenges have for career development.

N491 – Concepts and Theories in Nursing

Concepts and Theories in Nursing provides an introduction to theory and reasoning in nursing. The significance of theory for nursing as a profession is explored, thus providing students with a foundation for professional nursing practice and research. This course provides an overview of theory, theory development, important nursing theories and nursing theorists, as well as a method for critiquing theory. Students are guided to develop a foundation of reasoning skills that are necessary to integrate the components of knowledge, skills, values, meanings, and experiences into nursing practice.

N492 – Community Health Nursing I

N492 Community Health Nursing I provides a solid foundation in community and public health nursing concepts and interventions for individuals, families, and communities. Various roles of the nurse are explored in relation to primary, secondary, and tertiary prevention with target populations across the lifespan. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined. Health promotion and disease prevention concepts are integrated into the multifaceted role of population-focused, community-oriented nursing practice. This course requires 20-30 hours of practicum experience.

N492C – Community Health Nursing I - Clinical

In this clinical courses, students apply nursing principles in public and population health related to health promotion and disease prevention for diverse populations in a variety of community settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for diverse populations. This course is not offered online.
Textbook is available in the classroom

N492P – Community Health Nursing I

This course focuses on the role of the nurse in population-focused health, examining population-based systems, and community, individual, and family-focused population health practice. Emphasis is on addressing issues of overall health improvement, the broad determinants of health, and the elimination of health disparities among vulnerable populations. Students apply epidemiologic concepts and evidence-based research to the study of disease and develop strategies to promote health and prevent disease in diverse communities and populations with an emphasis on community-based assessment and partnership as well as broader population-focused interventions. ***Textbook is available in the classroom***

N493 – Community Health Nursing II

N493 Community Health Nursing II builds upon the foundation provided in N492 Community Health Nursing I. From a theoretical and scientific framework, the concepts of epidemiology and disease transmission, comprehensive assessment of risk factors and health problems, program planning and intervention, environmental health, and collaboration with the interdisciplinary team are explored. The clinical component focuses upon developing and evaluating health promotion programs, family assessment, community assessment, and community-based home care within the context of the community. The nursing process is applied with the goal of promoting and preserving the health of populations. This course requires 70-100 hours of practicum experience.

N493C – Community Health Nursing II - Clinical

In these clinical courses, students apply nursing principles in public and population health related to health promotion and disease prevention for diverse populations in a variety of community settings. Students are expected to integrate the principles of cultural awareness, quality and safety, and evidence-based practice in providing holistic, client-centered care for diverse populations. This course is not offered online.

N493P – Community Health Nursing II

These courses focus on the role of the nurse in population-focused health, examining population-based systems, and community, individual, and family-focused population health practice. Emphasis is on addressing issues of overall health improvement, the broad determinants of health, and the elimination of health disparities among vulnerable populations. Students apply epidemiologic concepts and evidence-based research to the study of disease and develop strategies to promote health and prevent disease in diverse communities and populations with an emphasis on community-based assessment and partnership as well as broader population-focused interventions.

N494 – Essentials of Nursing Research

Essentials of Nursing Research introduces the steps of the research process and the role of research in the practice of professional nursing. The methods and analytical tools required to critically evaluate nursing research literature are emphasized. Quantitative and qualitative approaches are highlighted. The focus of this course is on accessing and analyzing current nursing research literature to enable the professional nurse to apply research to current practice and issues. The skills of using technology to locate research information are developed, and the essential role of databases is explored. An understanding of ethical research practices is explored. This course prepares students to be critical consumers of evidence based research, and serves as a foundation for graduate-level nursing research courses.

N495 – Health Assessment

Health Assessment focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in diverse patients across the

life span. The process of health assessment is introduced, including: interviewing, history-taking, and physical assessment. Health assessment occurs within the context of the family and community and incorporates cultural and developmental variations and needs of the patient. Normal findings and cultural and age variations are emphasized. Incorporated throughout the course is the importance of communication and collaboration with patients and health care professionals. This course prepares the professional nurse to apply the concepts, knowledge and skills necessary to complete a health assessment for patients in all age groups, emphasizing the major elements, sequence and methodology of health assessment. This course also serves as a foundation for a graduate-level health assessment course.

N496 – Nursing Leadership and Management

Nursing Leadership and Management provides broad and comprehensive coverage of leadership and management theories and processes that are critical to the creation of a work environment that is efficient, cost-effective, and committed to quality nursing care. The emphasis is on understanding the key skills employed by highly successful nurse leaders/managers such as critical thinking, effective communication, conflict resolution, successful delegation, team building, controlling resources, quality improvement, stress management, utilization of information technology, and leading change. Students are engaged with opportunities to participate in learning activities that integrate knowledge about the activities, roles, and responsibilities of nurse managers/leaders and enable students to practice conceptual, technical, and interpersonal management and leadership skills. This course prepares the student for an entry position into the professional nurse manager role, and serves as a foundation for graduate-level leadership and management courses.

N502 – Health Care Systems

This graduate-level course introduces students to the historical development, structure, operation, and current and future directions of the major components of the American health care delivery system. It reviews the historical evolution of the health care system's features and examines the ways in which health care services are organized and delivered, the influences that affect health care public policy decisions, factors that determine priorities for the allocation of health care resources, and the relationship of health care costs to measurable benefits. The course enables students to assess the role of organized efforts to influence health policy formulation, and the contributions of medical technology, research findings, and societal values on our evolving health care delivery system.

N508 – Theory and Research

This graduate-level course in theory and research for advanced nursing practice is designed to develop and refine the knowledge and skills necessary to critique theory and research from nursing and related fields. The focus of this course is on the examination of the research process with applicability to advanced nursing practice. Emphasis is placed on the critique, evaluation, and utilization of nursing and related research that applies to advanced nursing practice and a comprehensive approach to

care. Ethical and technological aspects of scholarly inquiry are explored. This course supports the development of the research design, theoretical framework, methods of analysis, and creating an abstract for the capstone project proposal.

N510 – Advanced Pathophysiology

This graduate-level course focuses on developing advanced knowledge of human pathophysiological functions and responses to altered conditions, and includes integration of this knowledge into evidenced-based nursing practice. The focus is on frequently encountered primary care conditions across the general lifespan and for special populations. This course will prepare students to function in advanced practice and nurse educator roles by providing an in-depth understanding of pathophysiologic processes, enabling the student to predict clinical manifestations, select evaluative studies, initiate appropriate therapies, and anticipate potential complications. Insights into the underlying disease process will prepare the practitioner and educator for integration of new and innovative interventions, pharmacotherapeutics, analysis of risk factors, and associated signs and symptoms. Appropriate screening and diagnostic testing methods will also be included. Emphasis will be placed on important pathophysiological concepts needed to support the goals of Healthy People 2020 to improve clients' quality of life and reduce health disparities. Additionally, this course will address the pathophysiologic needs of communities and individuals in emergency and disaster settings.

N511 – Advanced Pharmacology

This graduate level course focuses on developing advanced knowledge of pharmacology and pharmacologic responses. A deeper look will be taken at cultural, social, genetic, and other issues that impact patient decisions regarding pharmacologic treatment. Students will be prepared to address common herbal and alternative therapies utilized by patients. Also included in the course is a discussion of the role of the nurse in the process of approvals for new pharmacologic treatments and in the coordination of medication distribution. Application will be made to disaster and emergency management and the role of the nurse in the multidisciplinary team under these circumstances.

N512 – Diverse Populations & Health Care

This graduate-level course provides an in-depth study of cultural diversity, delineating ethnocultural congruent health-care practices in a pluralistic society. Assessment, planning, and interventions for health promotion and maintenance, illness and disease prevention, health restoration, and health policy are explored. The course examines the meanings of health and illness across ethnocultural groups and communities.

N518 – Advanced Physical Assessment

This graduate level course focuses on advanced health/physical assessment and includes the comprehensive history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of the patient (individual, family, or community). This course will prepare students by providing an in-depth knowledge of core general assessment content, in addition to geriatric, pediatric, genetic, social, cultural, and community-specific needs.

Appropriate screening and diagnostic testing methods will also be included. Content knowledge will be reinforced through a series of virtual reality patient encounter simulations. This will culminate with a precepted virtual reality comprehensive physical assessment.

N520 – Legal and Ethical Issues in Health Care

This graduate-level course focuses on the legal and ethical rights, responsibilities, and obligations of the practicing nurse in a changing health environment. It is intended to provide graduate nursing students with the theory, knowledge and application necessary to deal with pressing legal and ethical issues in nursing practice. Learners will develop a framework for working through increasingly complex legal and ethical issues that affect nurses. This framework and broadened perspective will help practitioners recognize and respond to dilemmas within diverse health care settings and nursing roles. This course will provide an overview of regulatory action and the legislative and judicial processes, enabling learners to become familiar with changes affecting the health care system such as patient rights, technological advances, and managed care. Within an ethical framework, ethical and professional issues affecting the individual, the practice of professional nursing, and the profession will be explored.

N522 – Modern Organizations and Health Care

This graduate-level course contains both theoretical content as well as an examination of processes involved in human behaviors in the healthcare organizational setting. Students will become more aware of the dynamics of group processes and acquire skills (i.e., motivation and leadership skills, conflict management, negotiation skills, etc.) to improve their group performance. This course examines:

1. Individual behaviors
2. Leadership, and
3. Intrapersonal and interpersonal issues.

Specific areas included in this course are diversity, perceptions and attitudes, communications, decision-making, power, leadership, motivation, stress and conflict management. Additionally, we will discuss strategies for facilitating learning experiences in a multicultural environment.

N537 – Health Care Informatics

This graduate-level course covers the history of healthcare informatics, current issues, basic informatics concepts, and health information management applications. Health informatics is the intersection of information science, computer science, and health care. It deals with the resources, devices, and methods required to optimize the acquisition, storage, retrieval, and use of information in health care settings. Health informatics tools include not only computers but also clinical guidelines, formal medical terminologies, and information and communication systems. This course focuses on the application of health care informatics from a nursing perspective. Based on the Foundation of Knowledge model, this course demonstrates how nursing and healthcare informatics relate to knowledge acquisition, knowledge processing, knowledge generation, knowledge dissemination, and feedback, all of which build the science of nursing.

N538 – Advanced Health Care Informatics

This course will build on previous informatics knowledge to apply problem-solving skills to complex nursing informatics problems. Healthcare organizations face many issues that will be covered in this course including interoperability, integration, health information exchange, and electronic health records. Applying successful solutions through the lens of quality, meaningful use, education, public health and evidencebased practice will be emphasized.

N542 – Health Care Finance and Economics

This graduate-level course will help nurse managers to understand and implement processes for management of financial issues in health care. Finance is a complicated and frequently confusing part of providing healthcare in the United States. Regulatory bodies, multiple payer sources, and complicated reimbursement schedules are just a few of the things that contribute to the state of healthcare finance in the 21st century. This course will introduce the concepts of reimbursement based on meeting the needs of the client rather than meeting the bottom line. Budgetary considerations, cash flow, cost to benefit analysis, and salaries are discussed in a forthright and comprehensive manner. Understanding how clients view healthcare and then understanding the role of healthcare payment will assist nursing leaders to make quality decisions that will benefit the patient and the facility. This course will assist the nurse manager to implement financial considerations into quality patient care.

N547 – Health Care Strategic Management and Planning

This graduate-level course provides in-depth coverage of strategic thinking, strategic planning, and managing the strategic momentum. This course demonstrates how strategic managers can become strategic thinkers with the crucial skills to evaluate the changing environment, analyze data, question assumptions, and develop new ideas. Students will be introduced to methods to develop and document a plan of action through strategic planning and illustrate how, as managers attempt to carry out the strategic plan, they evaluate its success, learn more about what works, and incorporate new strategic thinking into future planning. Diverse strategic situations will be presented in case study format, which enhances the applicability of the concepts.

N550 – Nursing Administration Practicum I

This practicum experience focuses on the analysis, synthesis, and application of principles and theories related to nursing administration and leadership. It is designed to provide the student with the opportunity to integrate theory in a context of the nurse executive's role. During the precepted practicum experience, students observe, analyze, and participate in the role of the nurse executive in a designated health care delivery system. Experiences are designed and arranged by the student and approved by the faculty to provide executive level exposure to nursing administration operations and local business health policies and procedures. Within the asynchronous classroom environment, students will explore concepts pertinent to enactment the nurse executive role, with an emphasis on

application of leadership/management theory, effective supervision, problem solving, organizational theory and structure, personnel and operations management, and communication. This course requires 80 hours of practicum experience. **Please Note:** PRIOR to registering for this class, all required practicum documents must be submitted to the Nursing Practicum Center classroom and approved by the NP Coordinator. Please contact npcoordinator@aspen.edu if you have questions.

N552 – Nursing Administration Practicum II

This practicum experience focuses on the analysis, synthesis, and application of principles and theories related to nursing administration and leadership. It is designed to provide the student with the opportunity to integrate theory in a context of the nurse executive's role. During the precepted practicum experience, students observe, analyze, and participate in the role of the nurse executive in a designated health care delivery system. Experiences are designed and arranged by the student and approved by the faculty to provide executive level exposure to nursing administration operations and local business health policies and procedures. Within the asynchronous classroom environment, students will explore concepts pertinent to enactment the nurse executive role, with an emphasis on application of leadership/management theory, effective supervision, problem solving, organizational theory and structure, personnel and operations management, and communication. This course requires 100 hours of practicum experience. **Please Note:** Students cannot start this course before completing N550.

N560 – Forensic Nursing

This course provides an introduction to forensic nursing science, and the role the forensic nurse plays in the bridge between medical and legal components. The course presents the evolution of forensic nursing and explores the various roles and responsibilities of the forensic nurse in a variety of healthcare and non-traditional settings. The forensic nursing specialty has evolved in part from society's need to reduce and prevent interpersonal violence and criminal behavior. In both criminal and non-criminal incidents requiring investigation, there is a gap between the medical/forensic medical information and law enforcement/investigative agencies and the criminal justice system. This course will provide the framework for bridging this gap and students will uncover the potential for nurses to apply forensic nursing expertise in variety of settings and multidisciplinary environments.

N564 – Advanced Forensic Nursing

This course builds upon the introductory content mastered in N560 Forensic Nursing. In this course participants will have the opportunity for in-depth exploration of current issues driving the evolving forensic nurse role. Participants will gain additional specialized knowledge and skills required for current and evolving forensic nursing practice. Examples of topics covered in this course include:

- human trafficking;
- sexual violence;
- at risk and vulnerable populations;

- violence in the workplace;
- prevention and education;
- organizational and community consultation;
- policy/laws/regulation;
- advocacy;
- the nurse as expert witness;
- terrorism and torture;
- self-care and compassion fatigue prevention for the forensic nurse.

Learning activities are designed to guide discovery of knowledge, evaluation and application of research, and the development of innovative strategies for incorporation into Forensic Nursing practice. Course participants will have the opportunity to select and interact with preferred target populations within the broader module foci to provide for a richer, more diverse collaborative, interactive learning experience.

N580 – Issues in Nursing Education

This graduate level course explores foundational principles of the scholarship of teaching as the basis for examining the role of the nurse educator in academic, clinical, and community settings. Characteristics of learners with diverse learning styles and backgrounds are explored, with emphasis on assessing learning style preferences, critical thinking abilities, and literacy. Current trends in nursing education are examined, including the evolving role of technology, the influence of demographics, and educational policies that impact the learner, the teacher, and the learning environment. This course concludes with an analysis of legal and ethical issues that relate to client/staff education as well as the academic performance of students.

N582 – Teaching Strategies in Nursing Education

This graduate level course introduces the principles of teaching and learning among a diverse population of learners in academic and clinical environments. A variety of strategies to facilitate learning in cognitive, psychomotor and affective domains will be explored. Students will develop learning activities for the traditional, non-traditional and online learning environments in academic and clinical settings, utilizing evidence-based resources to support teaching and learning. Integrating educational technology within the learning environment is also a component of the course. Various methods for designing, conducting, and analyzing assessments and evaluations of learning outcomes will be appraised.

N584 – Curriculum Development, Implementation and Evaluation

This graduate level course focuses on designing nursing curriculum in diverse learning environments using evidence-based theories and concepts as well as relevant standards and criteria for evaluation. The relationship of nursing curriculum to the parent institution's mission and philosophy is analyzed. Development, implementation and evaluation of a continuing education program for staff, patient or public education also is emphasized.

N586 – Nursing Practicum

This graduate level course focuses on the implementation of the specialist nurse role through the application of theoretical concepts and strategies for a selected learner population in an academic, legal, or clinical setting. Emphasis is on effective communication and sensitivity to varying needs of the learner based on cultural and educational background. The specialist nurse role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in the specialty. Evidence-based strategies will be developed into a comprehensive activity or teaching plan to engage learners in active learning and implemented to meet mutually determined outcomes. Activities might include, but are not limited to: creating toolkit of resource references, developing a PowerPoint® or Prezi® for presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivering a training module to staff nurses, developing software to meet a need, creating a Review of Literature, developing an advocacy agenda, or proposing a change in process or procedure. This course requires 180 hours of practicum experience. **Please Note:** PRIOR to registering for this class, all required practicum documents must be submitted to the Nursing Practicum Center classroom and approved by the NP Coordinator. Please contact npcordinator@aspen.edu if you have questions.

N599 – Nursing Capstone

The purpose of this individualized learning experience is to enable you to develop an original comprehensive nursing research project on a topic of professional or personal interest. This project-based course is intended to enable you to research, design and develop a substantial original applied project of your own authorship. This project is intended to encourage the application of theories, principles, and processes that you have studied in the Aspen graduate courses to an actual nursing related problem or issue of interest and relevance to you in your professional activities. **Please Note:** Students cannot start the Capstone concurrently with the Practicum, as the Capstone is based upon the data collected from the Practicum.

N680 – Overview of Public Health Nursing

Public health nurses are part of an exciting future with the potential of solving many of the health and psychosocial ailments currently affecting the population. The underlying assumption of this course is that public health nurses, who comprise a major part of the public health workforce, must take a leadership role in improving the health of our nations' residences. Information on the use of population data and how it is used to assess, plan, monitor and evaluate is included. This course includes content on the diverse knowledge of complex health systems public health nurses must have to be able to function independently. The public health nurse must have knowledge of the impact of environment or a disaster on health. Content on the influence of policies, regulations and governmental programs is interwoven throughout the course. Emphasis is placed on the multitude of other disciplines and how the nurse must collaborate at every level to promote population health. The role of the public health in serving patients in a variety of settings is examined. A focus on how nursing serves the vulnerable or selected specific populations is also included.

N682 – School Nursing

This course addresses the role of the school nurse in the school and the community, including public health, other health providers, and the family. The profession of nursing, development of preschool-adolescent students, evidence-based care, care of children with common conditions, intellectual disabilities, and high-risk behavior will be examined, with respect to cultural and legal considerations. The role of the school nurse with regards to disaster planning will also be discussed.

N684 – Case Management and Home Health Services

This course provides a solid foundation in case management strategies and home health nursing concepts and interventions for individuals and targeted populations. The leadership roles of the nurse in case management and home health are explored. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined. Standards and principles of practice for both of these specialty areas is explored. Innovation in care delivery is discussed.

Organizational Leadership Courses

ED0810 – Organizational Theory

The purpose of this course is to review theories in the field of educational and organizational leadership. Students are able to understand organizational theories and apply those theories in a variety of leadership scenarios. Students also are able to use organizational theories to help their organizations assess, measure, and increase organizational effectiveness.

ED0812 – Innovation and Entrepreneurship

This course takes a thorough look at the topics of innovation and entrepreneurship. Various definitions are examined and analyzed. Furthermore, implications associated both with the theoretical exploration of the topic as well as the opportunities for professional application are examined. Clearly innovation and entrepreneurship are essential components in organizational leadership today. They require strategic leadership behaviors and the thoughtful consideration of the systems and structures required to make these ever present and continuous elements of a contemporary, successful organization.

ED0814 – Adult Learning Theory

Adult Learning Theory analyzes the theories and principles associated with andragogy, the theory and practice of the education of adults. Regardless of the organizational context, adults are constantly in a learning mode as they develop new skills and adjust to the everchanging demands of organizational systems. When best practices in andragogy are integrated into the personnel development of an organization, it creates a 'learning culture' that promotes effective change.

ED0816 – Leading in Highly Uncertain and Rapidly Changing Environments

This course thoroughly examines the issue of change in modern, learning organizations. In an era where technology and other social and cultural shifts have created uniquely fluid environments, this course examines the leadership capacity to anticipate, plan for, and in some cases respond to the inevitable arc of change. Change requires uniquely specific leadership behaviors around system organization and orientation. This course examines the thought processes required and the preferred structures and approaches regarding this ever present and all-important strategic organizational reference point. The topic of change is evaluated from both the theoretical and application-based perspectives.

ED0818 – Leading Across Contexts and Cultures

Leading across contexts and cultures is a course on applying management practices and processes across national and regional environs. Leaders need to hone their skills and develop strategies to compete in a global market. Research in anthropology, psychology and management are explored to explain the cultural and psychological foundations, which influence leadership and managerial attitudes and behaviors.

ED0820 – Ethical Issues in Leading Organizations

This course analyzes the moral psychology of dysfunctional leadership which causes ethical issues within the governance of public, private, and non-profit organizations. Focus is placed on the central question of leadership ethics, "Do the distinctive features of leadership justify rule-breaking behavior?"

Organizational Psychology Courses

EDP810 – The Psychology of Leadership

This course will focus on exploring, discussing and applying the Four Frames of Leadership: The Structural Frame, the Political Frame, the Symbolic Frame and the Human Resource Frame. Students learn to apply the concepts of reframing in order to resolve organizational conflicts and leadership challenges. Students will also complete and discuss their personal frame of leadership style and how to incorporate each of these in their own set of leadership tools. Additionally, discussions will center on learning about the Neuroscience of Leadership and the newly coined term 'Neuroleaders'. Questions such as the role of neuroscience in leadership and the role of emotions in problem-solving and decision-making and how these affect leading organizations through periods of change, will also be explored.

EDP812 – Foundations of Industrial and Organizational Psychology

In this course, students will gain valuable knowledge and application of concepts in real-life situations related to industrial and organizational psychology. The elements of this course include the History of I/O psychology, as well as research methods

used in this field. Theories of motivation and the application of theoretical models to real-life problems encountered in businesses and organizations will be addressed. This course also helps students learn to apply methods to reduce workplace stress and strain and will examine some of the innovative ways businesses today are addressing the important issue of family-work conflict and finding balance.

EDP814 – The Social Psychology of Groups

This course is designed to provide students with a deeper understanding of group processes viewed through the lens of social psychology. Students examine and apply concepts of the 'self' and the 'self in groups'. The course explores how groups work and why some groups work better than others; the influences of genetics, culture and gender on group performance as well as the motivation for performance and the generation of ideas and creativity. Students also view four famous or infamous social psychology experiments from the past:

- The Milgram Experiment
- Blue Eyes/Brown Eyed: A Class Divided
- The Robbers Cave and
- The Stanford Experiment

EDP816 – Cultural Perspectives in Psychology

This doctoral level course about culture and psychology combines social psychology and cultural anthropology. Students learn the interconnections and inter-generationally transmitted behaviors between meanings, symbols, and psychological processes such as cognition, personality structure, behavior, and affect, as it applies to professionals and paraprofessionals in psychology, sociology, education, and leadership. Students examine culture and psychology by investigating common psychological experiences with an emphasis on human and social science conceptual paradigms, theory, knowledge, and intervention.

EDP818 – Cognitive and Affective Principles in Psychology

This doctoral level course examines learning and how people perceive, remember, and think through the lens of neuroscience, computer science, linguistics, anthropology, and philosophy. Cognitive and affective principles in psychology apply to professionals and paraprofessionals in education, psychology, health care, leadership, and other organizational settings.

EDP820 – Ethics and Professional Standards in Psychology

This doctoral level course analyzes ethical judgments, principles, and guidelines regarding individuals, leadership, and organizations. Students will explore the history and impact of ethical standards in research and their implications and application in performing research studies. Ethics and professional standards in psychology apply to professionals in all aspects of leadership.

Psychology Courses

PSY530 – Advanced Counseling Skills

This course takes an experiential approach to understanding and applying counseling theory. Students will be introduced to various and complex counseling theories with evaluative and reflective assignments in order to synthesize the information presented and incorporate it into their counseling practices. In addition, students will have access to videos of clinicians demonstrating these theories in action as an accompaniment to the text in order to see how theory can be applied in practice.

PSY540 – Clinical Supervision

This course presents the dimensions of supervision in clinical settings for those seeking to be leaders in a counseling practice. Theoretical and empirical information on supervision is provided, including, individual supervision, group supervision, triadic supervision, multi-cultural supervision, ethical and legal issues, and use of technology to assist supervisors.

PSY620 – Psychological Consultation

Within the context of addiction counseling, this course outlines the major theoretical approaches to consultation and collaboration and offers concrete ideas about the processes as well as techniques and strategies for use in collaboration and consultation. The course presents the assessment model incorporated into the behavioral consultation identifying the federal guidelines for assessment and intervention for children, and includes material that can be used in any situation. The course includes a strong emphasis on cross-cultural consultation.

PSY650 – Counseling Ethics

This course provides exceptional coverage of the philosophical foundations of counseling. After a thorough discussion of ethical principles and standards, students will practice conscientious examination of ethical issues as they manifest themselves in counseling. In addition, students will be introduced to a compendium of ethical codes ideal for study by future counselors or as a reference for current practitioners.

Research Courses

RSH505 – Research in Counseling

In this course, counseling students are given the opportunity to learn research design, methodology, and analysis through a counseling-specific framework. By using addiction counseling-specific examples, students are more able to apply their learning to other aspects of their training and have a more straightforward means of making research understandable and relevant. The course also focuses on producing valid research and how to competently read, analyze, and utilize others' research. In addition to the requisite research materials, the course includes modules on ethics in counseling research, multicultural issues in counseling research, and a practical guide to SPSS.

RSH801 – Research Methods

This course primarily investigates how to design and evaluate research in education. Emphasis in this course is on providing students with the basic information needed to understand the research process from idea formulation through data analysis and interpretation, enabling students to use this knowledge to design their own research on a topic of personal interest and permitting students to read and understand the literature of educational research. Topics include quantitative, qualitative, and mixed research designs; and applications specific to education and scholarly research.

RSH900 – Doctoral Writing and Inquiry into Research

This research course examines the basic principles and techniques of doctoral scholarship, and offers an overview of the development of theory and research logic, explores the relationship between theoretical and empirical constructs, and provides a wide variety of specific research methodologies, including the scholarly publication process. Students study the principles of the scientific method and research design techniques common to both qualitative and quantitative research, including sampling methods and data collection techniques. Material includes examination of various research methods including electronic searches and retrieval methods. Students learn to critically read research papers and articles, and are introduced to the writing techniques necessary to produce expository and analytical papers to the standards of publishable work. This course is a prerequisite for all other doctorate courses.

RSH901 – Techniques and Interpretation for Advanced Statistical Research

With data explosion, data analysis methods using statistics play a fundamental role in the scientific world and industry. Data from multiple sources are common as well. However, we all know that more data does not necessarily imply better information. Extracting valuable information from a mountain of data requires statistical, computational, and analytical skills.

Therefore it is imperative for students to learn how to analyze their data using statistics and derive inferences and model the data that is being used in the thesis. Statistics helps researchers perform data analysis using statistical models and inferences. Descriptive statistical analysis summarizes data into charts and tables and does not try to draw any conclusions about the sampled data. It only summarizes the data in a meaningful way for simpler interpretation. However, inferential statistics allows you to analyze the data even further. It allows one to draw conclusions and infer hypotheses using the same data.

This course covers the foundations of statistics and data analysis. It helps you know how to ask and answer the right questions and solve the problem correctly by applying statistics. This course also aims to help students understand business issues from a finance, marketing, management, application domain, or accounting perspective, and then figure out how statistics can help solve the problem. This course also focuses on how statistical thinking improves the ability of a manager to run or contribute to a business.

RSH902 – Managerial Economics and Business Theory

Provides a cross-functional framework for analyzing organizational problems, examines economic research, and applies research inferences to decision making. Integrates the topics of strategy and organizational architecture to explore the theory of business and environmental management. Investigates corporate policy, finance, accounting, marketing, information systems, operations, compensation, and human resources, and focuses on the interrelationships and coordination needs to do business. Explores the theoretical roots of competing policy options and assesses implications of business decisions and various regulations as they affect the productivity and overall performance of the private sector.

RSH905 – Operations and Supply Chain Management

Explores the fundamental issues and recent developments in operations management, including manufacturing and service management, supply chain management, and project and systems management. Learners investigate the role of operations and supply chain management, and the interactions of these business activities with other functional areas within the firm. In addition, students examine contemporary issues related to total quality management, just-in-time systems, supply and value chains, reengineering, and other business improvement processes. Case methods and review and analysis of pertinent scholarly and practitioner research are used to enhance the learning experience and assist students to develop a framework for understanding, analyzing and addressing operations and supply chain management issues.

RSH906 – Technology and Innovation Management

Provides an integrated, strategic view of management of technology. Focusing on theory and practice, the course addresses the contemporary challenges general managers face today; DNP800, time compression, and technology integration. Explores several strategic approaches for dealing with these challenges, both from a managerial and from an economic viewpoint. Concepts presented will be especially valuable for chief technology officers, directors of technology, chief information officers, and management personnel in R&D, product development, and operations.

RSH910 – Research Design and Methodology

This course begins to ask the doctoral student to reflect on past courses, studies and articles that support and build upon personal areas of interest. The course is designed to challenge students to think about an area of interest and begin develop a comprehensive research topic aligned with their professional goals. Students expand on the research topic, identify appropriate theories, methodologies and consider research design. At the end of eight weeks, students will frame the beginning of a doctoral research dissertation.

RSH912 – Introduction to the Dissertation

This course provides the student with an overview of each part required in the completion of the dissertation writing process. It reflects each of the five chapters necessary when preparing the doctoral dissertation and includes the ethical and professional requirements to help make the author accountable and reflective in its presentation, validity, and significance to future researchers and readers. The student selects an existing, published dissertation in their discipline and examines it throughout the course as a model for how to effectively design and write a solid dissertation.

RSH914 – Techniques and Interpretation for Statistical Analysis

This research course emphasizes practicality and flexibility in its approach to augmenting organizational decision-making. In this course, a practical approach is adopted that prepares students to identify the correct method, calculate the statistics, and properly interpret the results to solve the question at hand. Application and interpretation of statistics is stressed as students see for themselves how statistics work.

RSH916 – Problem-Based Research in Action

This course is designed to provide students with additional research tools used to solve everyday problems through a process of inquiry and developing solutions to significant problems in the workplace. This useful strategy can provide the leader a design for decision-making based on data and supportive research.

Seminar Courses

SEM101 – Nursing Seminar 4A

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM102 – Nursing Seminar 4B

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific

competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM103 – Nursing Seminar 5A

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM104 – Nursing Seminar 5B

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM105 – Nursing Seminar 6A

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM106 – Nursing Seminar 6B

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM107 – Nursing Seminar 7A

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM108 – Nursing Seminar 7B

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM109 – Nursing Seminar 8A

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism,

informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM110 – Nursing Seminar 8B

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM111 – Nursing Seminar 9

Seminar courses are designed to bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. The Nurse of the Future (NOF) Competencies will guide the weekly, three-hour seminar and focus on the expected progression from concepts that are introduced early in the program of study to those that are reinforced, mastered and applied. Specific competencies include; patient-centered care, professionalism, informatics and technology, evidenced-based practice, leadership, system-based practice, safety, communication, teamwork and collaboration, and finally quality improvement. Nurse of the Future competencies represent the knowledge, skills and abilities between nursing knowledge and the practice environment. This course is not offered online.

SEM112 – Nursing Seminar 9B

The purpose of this seminar is to prepare the student for transition to professional nursing practice. During this seminar, students will apply for the National Council Licensure Exam for Registered Nurses (NCLEX-RN). This course is not offered online.

Social and Behavioral Sciences Courses

SBS105 – Introduction to Psychology

This course focuses on the many voices of psychology. To some, the science of psychology provides its students with a better understanding of others' behaviors. Others view psychology as a pathway to self-understanding. Others see the potential for a future career, and some are drawn to psychology by the opportunity for intellectual discovery that its study provides. The overall goal of this course is to provide a comprehensive overview to the subject of psychology.

SBS110 – Introduction to Sociology

This introductory course in sociology gives students the opportunity to use sociological imagination to master their social world. It examines aspects of the social environment that students might otherwise ignore, neglect, or take for granted. It looks beneath the surface of everyday life to help students understand and anticipate human behavior in a variety of environments.

SBS120 – Diversity and Culture

This course focuses on understanding and managing diversity. Clearly, diversity is an interdisciplinary field. Much of its theoretical framework originates in the social sciences. There is some disagreement among scholars on the definition of diversity; much less what materials should be included in a course about diversity. To meet this challenge we have selected a text for this course that gathers a wealth of information from the salient issues surrounding the topic of diversity in a law enforcement setting.

SBS150 – Cultural Anthropology

This course provides an up-to-date introduction to cultural anthropology and carefully balances coverage of core topics with contemporary changes in the field. No single theoretical perspective orients this course so a wide range of views and approaches can be applied effectively.

SBS190 – Introduction to Economics

This course focuses on resource-allocation, strategic, and tactical decisions that are made by analysts, managers, and consultants. The techniques discussed here seek to achieve the objectives of the organization in the most efficient manner, while considering both explicit and implicit constraints. This course emphasizes real-world business applications - not just theories and concepts.

SBS200 – Human Development

Using an interdisciplinary approach that emphasizes culture and family, Human Development challenges students to understand development from a broader perspective. Students draw on their own experiences as they weigh the research and ideas presented in the course. The course explores controversies about human development, often within a specific cultural context. Also incorporated into each module are questions that link development concepts with addiction related counseling strategies. The material covered includes competency-building activities, offering prospective addiction counselors multiple opportunities to develop practical and necessary skills.

SBS210 – Principles of Macroeconomics

Macroeconomics emphasizes national income, the monetary system, economic fluctuations, fiscal policy, and the international economy. This course includes a study of institutions that help develop the national and international economy. Supply and demand, theory of prices, government spending and taxation, business cycles, fiscal and monetary policy, banking system and economic development are examined through class discussion and analysis of current economic events.

SBS211 – Principles of Microeconomics

Microeconomics focuses on economic decision-making, production, competition and market structures, government, labor markets, unions and the distribution of income. The principles of scarcity, choice, and the laws of supply and demand are examined through class discussions and analysis of current economic events.

SBS230 – Religious Studies

This course examines the full spectrum of religions, from small-scale societies to full-blown “world religious movements.” The course provides an in-depth treatment of Islam, Hinduism and includes study of real life field projects directly related to material covered in the course.

Technology and Innovation Courses

STI799 – Graduate Capstone

The capstone project allows students to apply the knowledge and skills acquired in their courses to the work environment. This project is completely individualized; students are encouraged to select work-related projects that are of particular interest to them and that will result in professional growth and benefit the organization.