



ASPEN
UNIVERSITY

2024-2025
Academic Catalog

Administrative Location

4615 E. Elwood St.
Suite 100
Phoenix, AZ 85040

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Academic Catalog

Aspen University 2024-2025 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.

This catalog is true and correct as to content and policy as of the date of its publication. Aspen University reserves the right to change policies, tuition and fees, academic calendars and to revise curricula as deemed necessary and desirable to reflect changes to federal, state, and other regulatory agencies.

Catalog Rights and Changes

Special care is given to ensure information in this publication is an accurate description of programs, policies, procedures, facilities, personnel, and other matters relevant to the operation of Aspen University.

It is the intention of Aspen University to protect the rights of students with respect to the curriculum and graduation requirements. There are times when catalog requirements may change. Aspen University will make every effort to ensure a students' degree plan does not change wherever possible.

Aspen University has the right at its discretion to make reasonable changes in program content, class schedules, materials and equipment, as it deems necessary in the interest of improving the student's educational experience. Aspen University reserves the right to make changes in policy and procedures as circumstances dictate. When ongoing federal, state, accreditation and/or professional changes occur that affect students currently in attendance, Aspen University will make the appropriate changes and notify the students accordingly. Aspen University will authorize substitutions for discontinued courses where appropriate.

Students declaring or changing degree programs will be subject to the catalog requirements in effect at the time of the requested change.

Catalog rights of students cannot supersede any State or Federal regulation or requirements including, but not limited to, military tuition assistance (TA), federal student financial aid (SFA) and Veterans Administration (VA) benefits.

The Catalog is updated throughout the year in form of an addendum. For the most current catalog and addendum, please visit the Aspen University website at www.aspen.edu.

Certified as true and correct in content and policy by

Joanne Weiss, Provost

August 1, 2024

Letter to Students

Welcome to Aspen University!

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 paying month to month for their degree. By making college affordable, Aspen increases access for the majority of Americans who want educational advancement without it being financially impossible. The 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.

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!

Dr. Joanne Weiss,

Provost, Aspen University

General Institutional Information

The following catalog sections contain general institutional information.

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Accessibility and Accommodations

Aspen University is committed to embracing diversity in all forms. The Office of Accessibility can help if a student requires reasonable accommodation during their coursework because of a disability, religious observations, temporary conditions, and pregnancy/postpartum status. Students seeking reasonable accommodation should follow the steps outlined below and submit such a request as soon as reasonably practicable. Notice or requests from students outside of the process outlined below and/or notice to other University officials outside of the Office of Accessibility including faculty, staff, and administrators are not accepted as notice to the University for the purpose of approving accommodations.

Disability Accommodations

Aspen University's Accessibility Services office 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 services, facilities, and privileges. Aspen University does not discriminate in its recruitment, admissions, academics, research, or financial aid processes. The University promotes an environment of respect and support for individuals with disabilities.

The University has developed a list of essential functions (p. 9) that a student should possess to successfully complete some programs. To request reasonable accommodation, a student must complete the Disability Accommodation Request Form available through the Accessibility Services page on Aspen's website or delivered via email from accessibility@aspen.edu.

Request for Accommodations

Students must fill out a request form and send it back to the Office of Accessibility Services. Students are required to provide documentation that demonstrates credible assurance of a disability. The documentation should directly support the student's request for accommodations. The documentation should include a summary of the student's functional limitations so the appropriate accommodations can be made.

Handwritten documentation must be clear and legible with the appropriate official signature and contact information for the associated facility. Documentation cannot be altered and must be submitted in its entirety. Documentation can be submitted to the Accessibility Services Office by email to accessibility@aspen.edu.

If the documentation provided does not meet the University's requirements, the student will receive notice and will be asked to provide alternative supporting documentation. All documentation provided is kept on file in the Accessibility Services Office for verification purposes. Students requesting additional accommodations after their initial approval, may be asked to provide additional documentation.

A student may request accommodations at any point in their program. Accommodations cannot be applied retroactively. For those assignments, we would encourage you to work with your instructor and follow the Late Work Policy (p. 69) found in the catalog.

Approved Accommodations

After reviewing the student's Accommodation Request form and subsequent documentation, Accessibility Services staff will determine reasonable accommodations for the student. An approved accommodation letter will be sent to the student outlining the details and the time length of the accommodation.

Documentation showing credible assurance of a permanent disability issue that have been approved by the Accessibility Services Office are valid for the length of the student's academic program. It is the responsibility of the student to notify the Accessibility Office of any schedule changes that may occur during your program of study, including any extended break in classes, to ensure that your accommodations are applied or adjusted accordingly.

Faculty are to adhere to a student's approved accommodations and are encouraged to seek clarification from the Office of Accessibility Services should there be a question or concern about providing the accommodation. Should a student request accommodation other than the approved accommodations, they should contact the Office of Accessibility at accessibility@aspen.edu. Faculty members, advisors, deans, and/or program directors are unable to alter the approved accommodation.

Extended time on individual assignments: Students are granted the maximum allowed extended time of 48 hours from the original due date to complete and submit individual assignments. The extended time does not cover discussion questions, calendar days for exams, group assignments, or any assignment that has peer interaction. Additionally, all assignments must be submitted by the end of the term. Any extension past the end of the term no longer is an accommodation, but falls under the purview of the Appeal policy (p. 53).

Please see the documentation standards document on the Accessibility Services webpage for further information on required documentation.

Religious Accommodations

As part of this commitment, the University will make good faith efforts to provide reasonable religious accommodations to faculty, staff, and students whose sincerely held religious practices or beliefs conflict with a university policy, procedure, or other academic requirement, unless such an accommodation would create an undue hardship.

Individuals may not be discriminated against because of their religious beliefs or practices, or because they lack religious beliefs or practices. Students will need to fill out the Religious Accommodation request form, found on the Accessibility Services webpage and return to the Office of Accessibility Services. In some cases, religious accommodations are declined for reasons outside the control of the University.

To request a religious accommodation, more information, or assistance, please contact accessibility@aspen.edu.

Pregnancy and Postpartum Accommodations

Aspen is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request reasonable accommodation because of pregnancy, childbirth, or related conditions. Reasonable accommodations vary based on the student's circumstances but may include academic accommodations, leave of absence or flexibility (such as breaks during class, excused absences, rescheduling of tests, and alternatives to make up missed work). The Office of Accessibility Services will work with the student, financial aid or student finance (as applicable), their academic advisor, and the Registrar's Office to determine appropriate accommodations.

In addition, Aspen University supports students who choose to continue breastfeeding their children should they return to campus. Aspen University shall provide a clean, private room that is easily accessible to students who are nursing. All designated lactation spaces shall be equipped with a surface, chair, electrical outlet, window coverings (as needed), and lock from inside. Students planning to breastfeed should do so around their scheduled class times to the extent possible.

Students who wish to discuss or request reasonable accommodation based on pregnancy, childbirth, or related conditions should complete a Pregnancy Accommodation Request Form available through the Accessibility Services

webpage or delivered via email from accessibility@aspen.edu.

Grievance Process

The Regulatory Specialist is responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

If after engaging with the Regulatory Specialist, the student still believes that they have not received accommodations, is unsatisfied with accommodations provided by Accessibility Services, or believes to have been subjected to discrimination on the basis of disability, the student should contact the ADA/504 Compliance Officer by emailing liz.fernandez@aspen.edu.

If after taking these two steps, the student believes there is no resolution, the student must then follow the grievance procedure (p. 57) outlined in the Academic Catalog.

Nursing Essential Functions

Essential Functions

The nursing profession requires significant physical, mental, and behavioral skills. The essential functions listed describe what students must be able to do to meet the requirements of being a nurse to ensure protection of patient safety. The essential functions define selected attributes and behaviors necessary for students to demonstrate in order to successfully complete their education and subsequently enter their profession. Individuals are required to navigate their assigned responsibilities independently with or without reasonable accommodations. To request a reasonable accommodation, contact accessibility@aspen.edu for assistance.

Essential Functions for Nursing Students (General)

Students must be able to perform each of the following essential functions with or without reasonable accommodations. Immersion, practicum, project, and/or field experience is a required part of nursing programs. Any accommodations will be determined on a case-by-case basis. If you feel you may need a reasonable accommodation, contact accessibility@aspen.edu for assistance.

- **Motor/Physical Strength:** Possess the physical

strength and mobility to safely carry out practice procedures that fall within the scope of practice.

- **Perceptual/Sensory:** Use their senses to make accurate assessments and judgments.
- **Behavioral/Interpersonal (relationships)/Emotional Stability:** Develop mature, sensitive, and effective therapeutic relationships with individuals, families, and groups of various social, emotional, cultural, and intellectual backgrounds. Adherence to Aspen University policies, procedures, and requirements as described in the university academic catalog, student handbook, and course syllabi. Demonstrate ethical behavior, including adherence to professional and university code of conduct policies.
- **Communication:** Communicate effectively and accurately in English using speech, reading, writing, language skills, and computer literacy. The use of appropriate nonverbal communication is also essential.
- **Problem Solving/Critical Thinking:** Collect, analyze, prioritize, integrate, and generalize information and knowledge to make sound judgments and decisions to promote positive outcomes.
- **Punctuality/Work Habits:** Adhere to the classroom and immersion/practicum/project/field experience schedules. complete classroom and immersion/practicum/project/field experience assignments and submit in a timely manner.
- **General Health:** Work in an environment that puts one at risk for infection. Meet all health and safety requirements as listed in the catalog and program handbook.

Nursing Program Vaccines Disclosure

Students understand that immunizations against measles, mumps, rubella (MMR vaccine), tetanus, diphtheria and acellular pertussis (Tdap vaccine), varicella (or chickenpox), and influenza are an important patient and health care personnel safety issue and are strongly supported by the Centers for Disease Control and Prevention (CDC). Vaccine Information Statements are available at <http://www.cdc.gov/vaccines/hcp/vis/index.html>.

By enrolling in a nursing program, students acknowledge that they have read and are aware of the Vaccine Information statements regarding each vaccine listed

above. Students understand that if they refuse one or more of the vaccines and are exposed to these disease(s) that the vaccination(s) are given to prevent, they may not be allowed to return to work or school during the incubation period. Students understand that they may not qualify to go to certain clinical sites that require certain vaccinations, which may impact student progress in the program and the ability to graduate promptly.

Essential Functions BSN-PL

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). More information can be found on Aspen's website.

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 degree program in nursing, the master's degree program in nursing, and the Doctor of Nursing Practice program 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

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

International Accreditation Council for Business Education (IACBE)

The School of Business and Technology at Aspen University has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11960 Quivira Road in Overland Park, Kansas, USA. For a list of accredited programs please view our IACBE Member status page.

IACBE: International Accreditation Council for Business Education
11960 Quivira Road, Suite 300, Overland Park, KS 66213

Other Approvals

See State Authorization Information

State Relocation Notice

Students who relocate while enrolled in a degree program may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Students should contact their Academic Advisor if they are considering relocating during their course of study and should maintain a current address within their Student Portal.

See State/Territory Boards of Nursing Program Approvals

Administration

Academic Operations

Cheri St. Arnauld, EdD, President/Chief Academic Officer

Nova Southeastern University

Joanne Weiss, EdD, Provost

Northcentral University

Kevin Thrasher, EdD, VP, Faculty Services and Scholarship

Arizona State University

Liz Fernandez, JD, VP, Academic and Regulatory Operations

Western State College of Law

Nina Beaman, EdD, Chief Nurse Administrator

Walden University

Eva Ballard, EdD, Dean, School of Education

Grand Canyon University

Daniel Zimmerman, DM, Dean, School of Business and Technology

Colorado Technical University

Marcos Gayol, EdD, Dean, Nursing & Health Sciences- Distance Education

Aspen University

Tracy Lookingbill, DNP, Associate Dean, Nursing & Health Sciences- Distance Education

Aspen University

Katie Rendon, MA, Assistant VP, Student Success and University Registrar

University of Colorado

Financial Operations

Michael LaMontagne, MIT, VP, Finance

Colorado State University

Cassie Crane, BS, VP, Student Accounts

University of Memphis

Kera Fairweather, MBA, Assistant VP, Financial Aid

University of the West Indies

Kim Martinez, BS, Assistant VP, Student Finance

Florida Metropolitan University

Board of Trustees

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Golden Gate University

John Scheibelhoffer, MD, MA

University of Medicine and Dentistry of New Jersey

Ex Officio

Cheri St. Arnauld, EdD, MEd.

Nova Southeastern University

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.

Career Services

Aspen University provides Career Services to students and alumni. Visit the Career Resources website to access relevant resources and connect with Career Services. The University cannot guarantee employment after the student has successfully completed the program of study and does not provide job placement.

Below is a listing of the Standard Occupational Classification (SOC) Codes the University has identified for each program in which it prepares its students for the job market. SOC Codes are used to categorize occupations based on industry and degree pathway and are used for reporting purposes.

| Program | SOC Codes |
|---|---|
| Associate of Applied Science in Early Childhood Studies | 11-9030, 11-9031, 25-3000 |
| Bachelor of Science in Early Childhood Studies | 11-9030, 11-9031, 25-3000 |
| Bachelor of Science in Business Administration | 11-1021, 11-2021, 11-3031, 11-9199, 13-1111 |
| BS Health Care Administration | 11-9111 |
| Bachelor of Science in Nursing | 29-1141 |
| Certificate in eLearning Pedagogy | 11-9039, 25-3000 |
| Certificate in Project Management | 13-1082 |
| Master in Education | 11-9039, 25-3000, 25-9000 |
| Master in Business Administration | 11-1021, 11-2021, 11-3021, 11-3031, 11-9199, 13-1082, 13-2099, 15-1299 |
| Master of Science in Technology and Innovation | 11-3021, 15-1299, 15-1251, 15-1252 |
| Master of Public Health | 19-1041, 21-1091, 21-1094 |
| Master of Science in Nursing | 11-9111, 15-1211, 19-4092, 21-1094, 25-1072, 29-1141 |
| Education Specialist | 11-9033, 11-9110, 13-1000, 19-3000, 19-3032, 25-1000, 25-3000, 25-9000, 43-0000 |
| Doctor of Education in Leadership and Learning | 11-9033, 11-9110, 13-1000, 19-3000, 19-3032, 25-1000, 25-3000, 25-9000, 43-0000 |
| Doctor of Science in Computer Science | 15-1211, 15-1212, 15-1221, 15-1299, 15-2051 |
| Doctor of Nursing Practice | 25-1072, 29-1141 |

Classroom Technology Requirements

To attend Aspen University, students must have access to a computer that meets the minimum system requirements

outlined below.

Students will need to utilize Microsoft Office Suite in order to complete their assignments and assignments must be saved in the corresponding Microsoft Office file format (.docx, .pptx, etc.) Other file formats may not be compatible with the Classroom dropbox and may not be accepted. Some classroom activities, such as proctored assessments, video presentations, instructor/student meetings, etc., may require the use of video technology. Therefore, students will need access to a webcam and microphone on their computer. In addition, some courses require the use of third party programs or websites, and students are responsible for ensuring their device is compatible with these programs at the beginning of the course.

Brightspace by D2L powers Aspen University's Classroom. Students are provided their login credentials for the Classroom when 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

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
4615 E. Elwood St., Suite 100
Phoenix, AZ 85040
(800) 373-7814

Faculty

To facilitate student learning, faculty will:

- Maintain regular and substantive interaction with students. Faculty will communicate with students in a respectful manner.
- Check on a consistent basis for student assignment submissions, student questions, student discussions, student requests, new student enrollments in their courses, and any other student activity.
- Provide scholarly feedback, guidance, and supportive interactions within 7 days after the due date of an assignment, though faculty 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 48 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.

Aspen University's faculty are listed by School. Please see each school for a list of faculty members.

School of Education

Amanda Gattis, EdD, Organizational Leadership, Aspen University

Amber Cosby, EdD, Grand Canyon University

Angela Holzer, EdD, Organizational Leadership, Aspen University

Barry Thompson, EdD, Education Leadership, Liberty University

Brook McKenzie, MT, City University

Carlos Cortez, PhD, Education, University of Southern California

Casey Reason, PhD, Bowling Green State University

Charles Kost, EdD, Education Leadership, Grand Canyon University

Christopher Ewing, PhD, Educational Psychology, Capella University

Christopher Mangan, EdD Northcentral University

Courtney Grant, EdD, Walden University

Daniel Smith, PhD, Business Research, Arizona State University

Donald Dunn, EdD, Organizational Leadership, University of Phoenix

Doris Christopher, PhD, Education Leadership, University of Minnesota

Elena Huggins, MED, Education, Arizona State University

Gayle Grant, DM, Leadership, University of Phoenix

Gina Oellig, MED, Education, Grand Canyon University

Harriet Thompson, PhD, Education Leadership, Capella University

Jennifer Rastok, MS, Education, University of Kansas

John Grosskopf, EdD Higher Education Leadership, Aspen University

Kathleen Hargiss, PhD, Technology Leadership, University of South Florida

Larry Gay Reagan, EdD, Education Leadership, Vanderbilt University

Lisa Reason, PhD, Education Leadership, Capella University

Lynda Young, MED, Education, Grand Canyon University

Mai Ly, MED, Education, Northern Arizona University

Mary Dereshiwsky, PhD, Business Administration, University of Massachusetts at Amherst

Michelle Whitman, EdD, Education Leadership, Grand Canyon University

Nicole McLaughlin, EdD, Education Leadership, University of Phoenix

Nicole Terry, MED, Education, Grand Canyon University

Nydia Palomino, PhD, Education Leadership, Argosy University

Renee Giles, EdD, Aspen University

Robert Campbell, EdD, MA, Education, Northern Arizona University

Ronald Carlisle, EdD, Education, Rock University of Pennsylvania

Scott Exaros, EdD, Education Technology, University of Pennsylvania

Sherri Greene, PhD, Mercer University

Taj-Marie Hunter, EdD, Education Leadership, Aspen University

Terrence Rogers, EdD, Higher Education Administration, Northeastern University

William Schleicher, EdD, Slippery Rock University

School of Nursing and Health Sciences

Alexandra Murr, DNP, University of Toledo

Alexis Koenig EdD, William Howard Taft University

Alicia Collins, MSN, Advanced Practice Nursing, University of Alabama Huntsville

Amarilys Diaz, PhD in Education, Capella University

Andrea Novak, PhD, MSN, MS, Nursing, Public Health, Walden University

Andrea Reed, DNP, University of Missouri Kansas City

Angela Vitale, PhD Walden University

Anne Cadet, DNP Chamberlain University

Anne Coleman, PhD Walden University

AnnMarie Vang, DNP, MSN, Nursing, Aspen University

Anny Dionne, DNP, MSN, Nursing, Chamberlain University

April Morris, DNP, Nursing, American Sentinel University

Aprille Boudreau, PhD, Counseling, University of Florida

Aretha Miller, PhD, MPH, Nursing, Public Health, Walden University

Ashley Rousell, DNP, South University

Audrey Auer, PhD, MSN, Nursing, South Dakota State University

Barbara Miller, DNP, EdD, MSN, Education, Nursing, Touro University

Barbara O'Chester, MSN, Nursing, LaSalle University

Bob Wade, PhD, MSN, Nursing, Education, Capella University

Bonny Kehm, PhD, MSN, Nursing, Informatics, Capella University

Brenda Mason, PhD, MSN, Health Services, Leadership,

Walden University

Brenda Swanson-Biearman, PhD, Waynesburg University

Brooke Cook, MSN, Nursing, Walden University

Cara Padovano, DNP, Rutgers University

Carmen Spears, DHA, MSN, Health Care Administration, Nursing, University of Phoenix

Carrie Lemki, DNP, Grand Canyon University

Catherine Doyle, DNP, MSN, Nursing, Touro University

Chris Geer, MSN, MHA, BSN, Nursing, Health Administration, Informatics, Grand Canyon University

Christina Morris, MSN, Nursing, Grand Canyon University

Christina Tedesco, DNP Sacred Heart University

Colleen Teres, MSN, BSN, Nursing Education, Grand Canyon University

David Campbell-O'Dell, DNP, University of Tennessee Health Science Center

David Holden, MSN, BSN, Nursing, Kaplan University

David Trabanco, DNP, Florida International University

Da-Vida White, DNP, American Sentinel University

Dawn Poindexter, MSN, BSN, Nursing Administration & Leadership, Virginia Commonwealth University

Debbie Barrett-Bryson, MSN, MHA, BSN, Nursing Education, University of Phoenix

Debbie Beck, PhD, MSN, MSHA, Nursing, Capella University

Deborah Schiavone, PhD, MSN, Psychiatric Nursing, Catholic University of America

Denise Newman, MSN, Aspen University

Denise Pattison, DNP, MSN, Advance Practice Nursing, University of Cincinnati

Denys Goozee, DNP, MSN, Nursing, Aspen University

Ebele Oraka, DNP, MSN, Nursing, Informatics, Walden University

Eileen Thomas, PhD, MSN, Nursing, Public Health, University of Colorado

Elizabeth Rochin, PhD, East Carolina University

Emily Orr, MSN, Nursing, Aspen University

Eric Oestmann, PhD, MS, BS, Human Services, Capella University

Erica Falk-Huzar, PsyD, EdS, MBA, University of Arizona

Erica Lue, DNP, MSN, Nursing, American Sentinel University

Felicity Gardner, DNP, MSN, Nursing, Samford University

Grace Adedoyin, DNP, MSN, Nursing, Aspen University

Heather Bailey, DNP, MSN, Administration, Education, Samford University

Heidi Remy, EdD, MSN, Nursing, Aspen University

Jane Emerson, MSN, Nursing Administration & Management, Aspen University

Jean Gordon, PhD, MSN, MBA, Nursing Education, Business, Nova Southeastern University

Jeannie Randall, DNP, MSN, Nursing, American Sentinel University

Jennifer McSorley, DNP, American Sentinel University

Jennifer Presley-Ice, PhD, West Virginia University

Jessica Frazier, DNP, Aspen University

Julie Combs, DNP, MSN, The Ohio State University

Julie Hamilton, MSN, Nursing, Regis University

Katherine Coulter, DNP, Chamberlain University

Kathryn Mauch, EdD, MS, Nursing, Education, Liberty University

Kathy Karlberg, DNP, MSN, Nursing Education, Grand Canyon University

Kenneth Oja, PhD, Arizona State University

Keshea Britton, PhD, Capella University

Keven McNeill, MPA, Public Administration, Criminal

Justice, Anne Marie College

Kim Cristobal, DNP, Aspen University

Kimberly Warren, MSN, BSN, Nursing Education, Western Governors University

Kristine Warner, MSN, Nursing, Mount St. Joseph

Lakeshur Green, DNP, University of Alabama

Lauren Harrell, DNP, Arizona State University

Leigh Ann Farmer, DM, MSN, Organizational Leadership, Nursing, University of Phoenix

Linda Marcuccilli, PhD, MS, Nursing, Wayne State University

Linda Mueller, DNP, Educational Leadership, American Sentinel University

Linda Plecity, MSN, Nursing, University of Phoenix

Lori McGill, DNP, Nursing, Chatham University

LouAnnie Godinez, MSN, BSN, Nursing Education, Chamberlain University

Mae Simoneaux, DNP, American Sentinel University

Marcos Gayol, EdD, MSN, MPH, Education, Nursing, Public Health, Aspen University

Margaret Pearce, PhD, Nova Southeastern University

Margo Wallace, DNP, Touro University Nevada

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

Marlene Sampson, PhD, Ohio State University

Marlene Velasquez-Sedito, DNP, University of Miami

Martha Sturgeon, DNP, MSN, Nursing, Oakland University

Martie Combs, MSN, BSN, Nursing Education, Brookline College

Mary Doherty, PhD, Thomas Edison State University

Mary Petty-Alexander, DNP, Chamberlain University

MaryAnn Garcia, DNP, Chamberlain University

Megan Kennan, DNP, Grand Canyon University

Michele Dickson, DNP, MSN, Healthcare Leadership, Regis University

Miranda Keeton, DNP, MSN, Leadership, Nursing, Samford University

Nancy Baugh, PhD, Virginia Commonwealth University

Nancy Mitchell, DNP, MSN, Advanced Practice, Grand Canyon University

Newt Condit, MA Marriage and Family Counseling, Lancaster Bible College

Nichole Arcaro, DNP, Chamberlain University

Nicole Radabaugh, DNP, Aspen University

Nina Beaman, EdD, MSN, MS, Nursing, Education, Walden University

Pamela Crowder, DNP, George Mason University

Patricia Manocchi, DNP, Aspen University

Patricia McAfee, DNP, MSN, Nursing Leadership, Walden University

Patricia Voelpel, EdD, Dowling College

R. Todd Kane, EdD, MBA, Education, Health Care Administration, Maryville University

Rebecca Metcalfe, DNP, MSN, Nursing, Chamberlain University

Renee Kelly, DNP, Capella University

Richard Beard, MSN, Nursing, Aspen University

Robert Anders, DPH, MS, Public Health, Nursing, University of Hawaii

Ryananne Pishock, DNP, Holy Family University

Samantha Ostrander, MBA, American Sentinel College of Nursing and Health Sciences

Sandi McDermott, DNP, MSN, Nursing, Texas Christian University

Sandra Chen-Walta, DNP, MSN, Nursing, University of Alabama

Sara Lease, MSN, Nursing, University of Phoenix

Sarah Gabua, DNP, MSN, Nursing, Walden University

Shahnaz Makhani, DNP, Chamberlain University

Shakeeka Misher, DNP, MSN, Nursing, Capella University

Sharon Martin, PhD, Nursing, Rocky Mountain University of Health Professions

Sharon Radcliffe, DNP, American Sentinel University

Sharon Stoten, DNP, MSN, Nursing, Information Systems, Purdue University

Sherri Carter, DNP, MSN, Nursing, Gardner-Webb University

Sherry Raber, DNP, MSN, MMHC, Nursing, University of South Alabama College

Sheryl Stansifer, DNP, Graceland University

Shirley Scarlatti, DNP, American Sentinel College of Nursing and Health Sciences

Sonia Mary Torres, MS, BA, Education, Psychology, Purdue University

Stacy Severin, MSN, Nursing, State University of New York Polytechnic Institute

Stephanie Petras, MSN, Grand Canyon University

Stephen Kalb, DNP, Aspen University

Sue Sadik, PhD, University of South Carolina

Susan Kinnear, DNP, Nursing, Chatham University

Tabitha Garbart, DNP, Walden University

Tabitha Gartner, DNP, Chamberlain University

Talene Avedissian, MSN, Nursing, Grand Canyon University

Tamika Dowling, DNP, MSN, Advanced Practice Nursing, South University

Tammy Fisher, DNP, MSN, Nursing, Aspen University

Tammy Jones, DNP, American Sentinel University

Tammy Zybell, DNP, Chamberlain University

Teresa Olin, EdD, MSN, Education, Nursing, Aspen University

Terri Crowder, DNP, MSN, Nursing, Advanced Practice

Nursing, Old Dominion University

Theresa Kennon, DNP, Virginia Commonwealth University

Tiara Cohen, DNP, Grand Canyon University

Tiney Ray, DNP, Walden University

Tochi Ubani, DNP, MSN, Walden University

Tracy Lookingbill, DNP, MSN, Nursing, Aspen University

Vergie Brannon, DNP, Nursing University of Tennessee

Vivienne Pierce McDaniel, DNP, MSN, Nursing, Leadership, Walden University

Wanda Douglas, EdD, MSN, Education, Nursing, Appalachian State University

Wanda Fletcher, DNP, Nursing University of Phoenix

William Hall, DNP, Aspen University

Yvette Lowery, DNP, MSN, Advanced Practice Nursing, South University

General Education Faculty

Aaron Ford, MA, Ashford University

Alyson Huntzman, MSE, Indiana University

Andre Rosedale, MSCJ, Aspen University

Andrew Hudgins, ME, Grand Canyon University

Angie Sullivan, MA, Purdue University

Arnelia Hollinger, MS, Drexel University

Barbara Ochester, MSN, LaSalle University

Carman Silver, PhD, Hampton University

Chessie Womack, MSN, University of North Alabama

Doug Dunham, EdD, North Central University

Ellis Terrell, MLS, University of Purdue University Fort Wayne

Eric Oestmann, PhD, Southwest University

Frank Billingsley, PhD, Walden University

Isabel Trabanco, MSW, Florida International University

James Mathews, MA, Northern Arizona University

Jamie Vangeest, MS, Minnesota State University

Jarrood Sadulski, PhD, Northcentral University

Joanna Oestmann, EdD, Argosy University

Joseph Nicoletti, MA, Rutgers University

Kay Bennett, MNS, Colorado State University

Keven McNeill, MPA, Anna Maria College

Marius Rosedale, MEd, Aspen University

Mary Maurer, MS, St. Cloud University

Marybeth Baribeau, EdD, University of Phoenix

Matt Loux, DM, Colorado Technical University

Megan Lynch, MSN, Sacred Heart University

Mohamad Khatibloo, PhD, University of Hertfordshire

Oleg Maksimov, PhD, The City University of New York

Philip Dixon, MA, Western New Mexico University

Ron Smith, MA, Boston University

Sara Mennen, MS, Minnesota State University

Susan Yelvington, ME, Grand Canyon University

Tammi Clearfield, JD, University of Miami School of Law

Tywan Ajani, MSW, Arizona State University

Wendy Spear, MS, Western Governors University

School of Business and Technology

Asmita Modi, DCs., MSc., Colorado Technical University

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

Blair Smith, PhD, Capella University

Brian Wright, PhD, Electronic Commerce, Northcentral University

Brittany Ryan, MBA Marketing, American InterContinental University

Dan Nguyen, PhD Management, Walden University

Dana Harris, PhD, MBA, Capella University

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

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

Ebony Mason, DBA, MBA, MSIS, Walden University

Geoffrey Vanderpal, Doctor of Business Administration, Nova Southeastern University

Glenn Cumming, PhD, Wayne State University

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

James Marion, PhD, Management, Capella University

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

Joel Weiss, MBA, Grand Canyon University

Josh Franken, MBA HCA, South University

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

Kaitlin Flores, MBA, Western Governors University

Laurie Barnes, PhD, MBA, Management, Capella University

Marius Lazau, MBA, Palm Beach Atlantic University

Matthew Loux, Doctor of Management, Colorado Technical University

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

Neal Armstrong, DBA, California Southern University

Nizar Dajani, PhD, Information Technology Management, Capella University

Raj Singh, PhD, University of Louisiana at Lafayette

Richard Wells, PhD, MBA, MSIT, Northcentral University

Robert Nardelli, Doctor of Professional Studies,
Computing, PACE University

Sam Hijazi, Doctorate Information Systems, University of
Sarasota

Stephen Molchan, MT Florida Atlantic University

Traci Cull, JD, BA, University of Louisville

Zahid Malik, DSCS, Aspen University

Title IX Statement

Non-Discrimination

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, marital status, familial status, 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

Sexual Harassment

Title IX of the Education Amendments of 1972 protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment is a form of sex discrimination prohibited by Title IX and Aspen University policies.

Incidents of sexual harassment, sexual violence, stalking, relationship violence, and other types of prohibited conduct are encouraged to be reported in a timely manner.

The Title IX policy can be located under Consumer Information's Health and Safety section of the website. Inquiries, reports of incidents, or complaints should be directed to Aspen's Title IX Deputy:

Liz Fernandez, Vice President, Academic and Regulatory Operations

4615 E. Elwood St., Suite 100, Phoenix, AZ 85040

Phone: (303) 823-4216

Email: titleix@aspen.edu

University History, Mission, and Goals

Aspen University History

Aspen University has its origins in ISIM University, whose primary focus was on technology and business education and originally designed to improve the way education was disseminated. 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, Michael Mathews, currently Chief Executive Officer and Chairman of the Board of Aspen Group, Inc. (AGI), was appointed Chief Executive Officer of Aspen University, Inc. In 2012, it became a publicly traded post-secondary institution (ASPU). In 2017, AGI was uplisted on the NASDAQ and delisted from it in March 2023. AGI is currently trading on the OTCQB, the middle tier over-the-counter OTC market for U.S. stocks. AGI is Aspen University's parent.

Although traditional financial aid is available for most programs (currently, except for the certificates, and Education Specialist and Master of Public Health programs), Mr. Mathews instituted a pioneering retail installment agreement, the 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. For those students who choose to use financial aid for the programs for which it is available, Aspen participates in the following funding programs: Title IV including Federal Direct Loans (Subsidized Loans, Unsubsidized Loans, PLUS Loans), Pell Grants, Military (<https://benefits.va.gov/gibill/>), Health Resource and Service Administration Grant (<https://hrs.gov/grants>), CA Vocational Rehabilitation (<https://dor.ca.gov>), and AmeriCorps (www.nationalservice.gov).

Today, Aspen University offers online certificates, and online associate’s, bachelor’s, master’s, and doctoral degrees in three schools: School of Nursing and Health Sciences, School of Business and Technology, and School of Education. It retains institutional accreditation with DEAC and degree-granting authority from its home state of Arizona.

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

UMBOs are the outcomes that all students achieve by earning an Aspen degree. These outcomes are directly tied to Aspen's Mission Statement.

1. Ethical Professionalism
Exhibit self-directed learning and professional

2. Effective Communication for Creating Change Uses reading, writing,

behavior that adheres to the standards of the discipline. Behaves in ways that are founded in socially responsible, ethical frameworks.

listening and speaking as communication tools to effectively express and comprehend ideas. Implements effective communication to function successfully in multiple roles while collaborating on teams. Demonstrates cultural competence when interacting with diverse populations through multiple modes of communication.

3. Active Leadership Exhibits a self-awareness of leadership style and personal values. Recognizes and articulates leadership theory in real-life contexts. Participates in the profession at different levels.

4. Critical Thinking and Analytical Reasoning Demonstrates logical reasoning by using evidence-based paradigms that are anchored in solid research and reliable, valid data. Analyzes and evaluates multiple sources of information to draw conclusions and generate plans for solving complex problems.

5. Technological Literacy Leverages technology to achieve goals and produce high-value work products. Accesses and uses information ethically and legally. Employs technology for effective online collaboration.

discriminate on the basis of sex, race, color, national origin, religion, age, gender, sexual orientation, veteran status, physical or mental disability, medical condition as defined by law, or any basis prohibited by law.

The University believes that a rich diversity of people and the many points of view they bring serve to enhance the quality of the educational experience and work environment. Diversity enriches our university community and is a driving force in our institutional success. We believe that free expression within a diverse community, in the form of thoughtful and respectful debate, is an extraordinary learning opportunity that promotes personal and professional growth. Our goal is to ensure that the diversity of thought, experience, and approach is represented in all areas of our learning community. We strive to ensure that all members of the University community feel they belong and are supported regardless of their background, identity, or affiliations. As such, we commit to developing strategic efforts to help advance diversity, equity, and inclusion within our community. The University embraces its responsibility to foster an open and welcoming environment for all as we collaboratively work and learn together.

Land Acknowledgment

Aspen University acknowledges that our classroom learning is taking place throughout the original and traditional territory of hundreds of indigenous cultures and tribal nations. Aspen University acknowledges and honors the original inhabitants of our various regions. As an institution of higher learning, Aspen University encourages our students to continue to examine and research their worldviews, working to help build a community of respect for all individuals.

Aspen University acknowledges that we operate on the traditional territory and homelands of several indigenous peoples. Aspen University’s Arizona location operates on the traditional and continued homeland of the Akimel O’odham (Pima) people.

University Contact Information

General Contact Information

Aspen University
4615 E. Elwood Street, Suite 100
Phoenix, AZ 85040

Phone: (800) 373-7814
Fax: (303) 200-7428

Diversity and Equity Statement

Aspen University is committed to diversity, equity, and inclusion in its faculty, administration, and staff hiring practices, employee policies, and student admissions practices and policies. It is committed to non-discrimination in the delivery of its educational services and employment opportunities. The University does not

Website: www.aspen.edu

Departmental Contact Information

Office of Enrollment

Phone: 1-800-373-7814

Email: enrollment@aspen.edu

Academic Advising

Phone: 1-800-373-7814

Email: advising@aspen.edu

Office of the Registrar

Phone: 1-800-373-7814

Email: registrar@aspen.edu

Student Finance

Phone: 1-800-373-7814

Email: studentfinance@aspen.edu

Office of Financial Aid

Phone: 1-800-373-7814

Email: financialaid@aspen.edu

Additional Contact Information

General Information

Email: info@aspen.edu

Transcripts

Email: transcripts@aspen.edu

Office of Faculty Services

Email: facultyservices@aspen.edu

Marketing

Email: marketing@aspen.edu

Press Releases and Media

Email: publicrelations@aspen.edu

Office Hours

Monday-Friday; 8:00am-5:00pm Mountain Standard Time

Aspen University administrative offices will be closed on the following dates between September 2024 and December 2024:

- September 2nd
- November 11th

- November 28th
- November 29th
- December 24th
- December 25th

Terms and Conditions

Aspen University provides the Aspen University Classroom and Student Portal for your educational and informational purposes. Your use of the Aspen University Classroom and Student Portal, including registration, enrollment, courses and course materials is subject to the following Terms and Conditions and all applicable laws. By accessing the Aspen University Classroom or Student Portal, you agree to the following:

Conduct

You agree to access and use the Aspen University Classroom and Student Portal only for lawful purposes. You are solely responsible for the knowledge of and adherence to any and all laws, statutes, rules, and regulations pertaining to your use of the site, including any Aspen Classroom, interactive or collaborative areas. By accessing the site, you agree that you will not: (i) use the site to commit a criminal offense or to encourage conduct that would constitute a criminal offense or give rise to a civil liability, or otherwise violate any local, state, federal, or international law or regulation, including, but not limited to, export control laws and regulations; (ii) post or transmit any unlawful, threatening, libelous, harassing, defamatory, vulgar, obscene, pornographic, profane, or otherwise objectionable content, or content that is either prohibited by law or pursuant to these Terms and Conditions of use; (iii) use the site to impersonate Aspen personnel or other parties or entities; (iv) use the site to cause the distribution of any content that contains a software virus, worm, time bomb, "Trojan horse," or any other computer code, files, or programs that may alter, damage, or interrupt the functionality of the site or the hardware, software, programs, or content of any other person, entity, or organization, whether or not such other person, entity, or organization uses the site or is a direct target of your actions; (v) upload, post, email or otherwise transmit any materials that you do not have a right to transmit under any law or under a contractual or fiduciary relationship (e.g., inside information, proprietary, and confidential information learned or disclosed as part of an employment relationship or under a non-disclosure agreement); (vi) alter, damage, or delete any content or other communications that are not your own; (vii) disrupt

the normal flow of communication in any Aspen classroom or Aspen interactive or collaborative areas; (viii) claim a relationship with or speak for any business, association, institution, or other organization for which you are not authorized to claim such a relationship or to speak; (ix) post or transmit any advertising, promotional materials, or other forms of solicitation to other users; (x) post any material that infringes or violates the intellectual property rights of another; or (xi) collect or store personal information about other users.

Privacy

Aspen University believe that a vibrant community depends on maintaining a trusted learning environment. As such, Aspen University is committed to providing a clear and specific description of its policies to protect the privacy of its users. Any material changes to this policy will be reflected on this page. As part of the application and enrollment process, Aspen University collects personal information that is provided by you when going through these processes. This information includes, but may not be limited to, your name, address, email address, phone numbers, employer, and education history. You can browse Aspen University’s website without providing this information, but you will need to provide personal information when applying to a program or enrolling in a course.

When and With Whom We Share Your Personal Information

We never sell or rent personal information to any third parties under any circumstances. We will share personal student information only with our agents, representatives, service providers, and faculty for limited purposes, including; reviewing and process your application, enrollment or verifying the information provided during the application process.

Termination

Aspen University, in its sole discretion, may terminate or suspend your access to and use of the website without notice and for any reason. Aspen may discontinue operating the website and terminate these Terms and Conditions of use without notice at any time for any reason in its sole discretion.

Links

Some links on the website and in Aspen University’s courses lead to websites posted by independent site owners. Aspen University does not review independent sites or control their content. These links are not an

endorsement of products, services, or information provided by such websites. Aspen University is not responsible for the accuracy, operation, quality, or reliability of these websites or any products and services offered therein. In no event shall Aspen University be liable to any person or entity, either directly or indirectly, with respect to any materials from third parties accessed through the site. The students assume total responsibility and risk for their use of any third-party website and the Internet in general. Aspen University disclaims any and all responsibility for content contained in any third-party materials provided through links from the website. Further, the inclusion of these links to other websites does not imply that the other websites have given permission for the inclusion of these links, or that there is any relationship between Aspen University and the linked websites, nor do the owners of the linked websites endorse any of our courses or Aspen University. Aspen University is an independent company and references to other companies do not imply any partnership, joint venture, or other legal connection in which Aspen University would be responsible for the actions of their respective owners or operators.

Opinions of Experts, Faculty, and Other Students

Our courses and this website include discussions, conversations, or chats initiated or joined by Aspen University instructors, staff, or other students (collectively, “Opinions”). As such, these Opinions are those of the individual expressing them, and are not the Opinions or beliefs of Aspen University. No representation is made that any such Opinions are accurate or complete. Aspen University and its affiliates will not be responsible or liable for claims relating to the Opinions, and neither Aspen University nor its affiliates make any express or implied representations or warranties as to the accuracy or completeness of the Opinions, or for statements or errors contained therein or omissions from them.

Policy on Spamming

Students specifically agree that they will not utilize email addresses obtained through using Aspen University’s services or equipment to transmit the same or substantially similar unsolicited messages, unless such messages specifically pertain to coursework and are communication to an instructor, administration or other students.

Login Numbers and Passwords

Students are responsible for maintaining the confidentiality of all of their login credentials, names, numbers, passwords, and similar information. Students must immediately notify Aspen University of any unauthorized

use of their login credentials, names, numbers, passwords, or similar information.

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Aspen University has the right to monitor the content that students provide by means of the website, but shall not be obligated to do so. The contents of the website and Aspen University courses are protected by copyright as individual works, collective works, and/or compilations, pursuant to United States and foreign copyright laws. Students agree to abide by all copyright notices and other restrictions contained in the website and in the course materials.

Access to, and use of the site is solely for their personal, non-commercial use. Students may copy and download content from the site solely for their personal, educational, and non-commercial use. Accessing, using, displaying, performing, distributing, copying, or downloading content from the site for use other than personal, educational, and non-commercial expressly is prohibited without the prior written consent of Aspen University or the individual copyright owner identified in any copyright notice.

Indemnification

By accessing the website, students agree to defend, indemnify, and hold harmless Aspen University, its officers, directors, shareholders, employees, affiliates, and agents (“Indemnified Parties”) from and against any and all liabilities and costs (including, without limitation, reasonable attorneys’ fees and costs) incurred by the Indemnified Parties in connection with any claim arising from any breach of these terms and conditions of use.

Students further agree to cooperate as fully as reasonably may be required in the defense of any such claim. Aspen reserves the right to assume, at its own expense, the exclusive defense and control of any matter otherwise subject to indemnification by students, and they shall not in any event settle any matter without the written consent of Aspen University.

Disclaimer of Warranty

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Limitation of Liability

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Modification of these Terms and Conditions of Use

Aspen University maintains the right to modify these Terms and Conditions of use at any time, and may do so by posting notice of such modifications in this location. Any modification is effective immediately upon posting the modification. A student's continued use of the website following the posting of any modification signifies his or her acceptance of such modification and willingness to be bound by the Terms and Conditions of use as modified. Thus, students will be bound by such revisions, and should periodically visit this page to review the current Terms and Conditions of use.

General

By using any Aspen University website or property, students agree to these Terms and Conditions of use. In any action to enforce these Terms and Conditions of use, the prevailing party will be entitled to costs and reasonable attorney fees. In the event that any provisions of these Terms and Conditions of use are held to be unenforceable, such provisions shall be limited or eliminated to the minimum extent necessary so that these Terms and Conditions of use shall otherwise remain in full force and effect. These Terms and Conditions of use, together with the agreements entered into in connection with enrolling in a program or course, constitute the entire understanding between the parties pertaining to use of the website, and any prior written or oral agreements between the parties are expressly canceled. Any questions about the Terms and Conditions of use, the practices of the website, or dealings with the website should be addressed to:

Aspen University
4615 E. Elwood St., Suite 100
Phoenix, AZ 85040

Financial Information and Policies

The following catalog sections are related to financial information and policies.

Financial Aid (p. 26)

Financial Aid Code of Conduct (p. 36)

Payment Methods (p. 37)

Refund Policy (p. 37)

Tuition (p. 43)

Financial Aid

Aspen University is currently approved by the U.S. Department of Education to offer federal student aid for all of our degree programs except the Master of Public Health and the Education Specialist degree programs.

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 in the Student Consumer Information section of the website. 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.

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

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 academic program. Federal education loan participants must be enrolled on at least a half-time basis.
- Be a U.S. citizen or an eligible non-citizen. Verification of eligible non-citizen status may be required.
- Have a valid social security number.
- Complete the Free Application for Federal Student Aid (FAFSA) and the school must have a current Institutional Student Information Record (ISIR) to start the initial eligibility process.
- Have a high school diploma or its recognized equivalent as defined under the U.S. Department of Education regulation.
- 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 (p. 71) (SAP) while attending the institution.
- Not have borrowed in excess of the aggregate Direct Federal loan limits.

- Not be in default on a federal student loan and do not owe money on a federal student grant.
- 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: <https://www.aspen.edu/net-price-calculator>

Cost of Attendance (COA)

The University is required to establish a cost of attendance (COA) for students receiving federal financial aid in the form of grants or loans. The COA is used to establish a student's maximum aid amounts and this estimate may not be reflective of a student's actual costs to attend the University. The University includes the following items in its calculation of COA:

Direct costs:

- Tuition and fees
- Books, course materials, supplies, and equipment

Indirect costs:

- Living expenses
- Transportation costs
- Miscellaneous/Personal costs

To calculate COA, the University utilizes the tuition and fees directly from the Academic Catalog. Living expenses, transportation, and personal costs are estimated using data from the College Board. The University does not provide room and board.

Application Deadlines and Renewal of Aid

The Free Application for Federal Student Aid (FAFSA) priority deadline for financial aid is October 1. FAFSAs 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

Below are the application steps to apply for federal student aid:

- Obtain an FSA ID. A student and one parent (if applicable) can individually obtain an FSA ID to access the federal student aid online system.
 - You must have an FSA ID to complete a Free Application for Federal Student Aid (FAFSA).
- Fill out the FAFSA form here, completing all sections, sign the FAFSA, and submit the application for processing.
 - Include the federal school code for Aspen University: 040803
- Complete the Loan Entrance Counseling form.
 - If you've never received a Direct Loan or Federal Family Education Loan, you're required to complete entrance counseling to ensure that you understand the responsibilities of taking out student loans.
- Sign the Master Promissory Note.
 - A student and/or parent who apply for Federal student loans must promise to repay them, along with any interest and fees. The applicable form can be completed here.
- Complete any additional paperwork requested by the Financial Aid Department.
- Review the award notification 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 Programs

Aspen University offers federal grants and loan programs funded by the U.S. Department of Education. Grants are gifts of money that do not have to be repaid, provided they are used to complete the student's education. Loans are borrowed money, which must be repaid with interest.

Other sources of financial assistance are often available, including veteran education benefits or employer sponsorships. Students should research all possible sources of financial assistance.

The amount and type of financial aid that students may receive are determined through federal and state guidelines. The typical financial aid award will be a combination of grants and/or loans, depending on eligibility. Federal Student Assistance Title IV funds are available only to students who qualify.

Federal Pell Grant

Pell Grants are federally funded, need-based grants for college students that do not need to be repaid as long as the student was and remains eligible for the grant. Federal Pell Grants are usually awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree. The amount of the grant available to the student will depend on the Student Aid Index (SAI) (2024-25 FAFSA) and cost of attendance.

The 2024-2025 award year maximum Pell Grant scheduled award amount is \$7,395 and the minimum is \$740.

Federal Direct Loan Program

Aspen University students are eligible to apply for Title IV federal student loan programs. Direct Federal loans are offered by the U.S. Department of Education to help students pay for college. These loans are available to both undergraduate and graduate students. The University currently offers Federal Direct Subsidized, Federal Direct

Unsubsidized, and Federal Direct Parent/Graduate PLUS loans through the William D. Ford Direct Loan program and the U.S. Department of Education.

Federal Direct Subsidized Loans are loans made to eligible undergraduate students who demonstrate financial need. The eligible amount cannot exceed the student's financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan under the following circumstances:

- While the student is enrolled at least half-time (p. 76),
- For the first six months after the student leaves school (referred to as a grace period), and
- During a period of deferment (a postponement of loan payments).

Federal Direct Unsubsidized Loans are loans made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need. The U.S. Department of Education defers repayment of the loan principal while the student is enrolled at least half-time (p. 76) and for the first six months after the student leaves school. The student is responsible for paying the interest on the outstanding principal during all periods, including times of approved deferred principal payments.

Federal Direct PLUS Loans are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify.

Eligible Direct Loan Amounts

The amount a student is eligible to borrow depends on whether they are an undergraduate student, a graduate or professional student, or a parent.

- For an undergraduate student, the maximum amount one can borrow each year in Direct Subsidized Loans and Direct Unsubsidized Loans ranges from \$5,500 to \$12,500 per year, depending on the year in school and dependency status (i.e. independent versus dependent).
- For a graduate or professional student, one can borrow up to \$20,500 each year in Direct Unsubsidized Loans. Direct PLUS Loans can also be used for the remainder of one's college costs, as determined by the University, not covered by other

financial aid.

- A parent of a dependent undergraduate student can receive a Direct PLUS Loan for the remainder of their child's college costs, as determined by the University, that is not covered by other financial aid.

Terms and Conditions of Direct Loans

The terms and conditions of Direct Loans can be found on the Master Promissory Note and/or the Loan Entrance Counseling the student completes. A student borrower who has reached their aggregate loan limit may not receive additional loans. More information on these limits can be found here.

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

An Academic Year is 32 weeks long and funding payments are split into two equal disbursements per Academic Year, generally made within each 16-week term. Federal student aid funds, along with any additional educational funds received from sponsors or other sources for application toward tuition and fees, are applied to the student's account to cover charges for the appropriate period of enrollment. If funds are available in excess of tuition and other costs, the student and/or sponsor is entitled to the credit balance (\$1 and above) on the account for the semester in which the credit occurred. Credit balances will be disbursed to the student, sponsor, or other source in accordance with all governing federal regulations.

The University estimates a timeframe of up to 60 days from the start date of the term, for funds to be posted and received via postal mail, if applicable. This timeline is inclusive of federal funding disbursement eligibility review as well as the timeframe anticipated for students to receive their stipend, if applicable.

The student is responsible for any balance that federal student aid funds do not cover. Payment method information can be found here (p. 37).

Verification of Federal Student Aid Eligibility

What is Verification?

Verification is the process to confirm that the information you or your parents provided on the FAFSA is accurate. Although the U.S. Department of Education randomly selects FAFSAs to be verified, the Financial Aid Department reserves the right to select any student for verification to clarify any potential discrepancies.

The Financial Aid Office cannot award federal student aid to students selected for verification until the student completes the verification process and the Financial Aid Office has transmitted the information to, and subsequently received any necessary FAFSA corrections from, the Department of Education.

Verification Process

- Students selected for verification will receive notification from the Financial Aid Office via email of their selection. This notification will include information on the required documentation needed for verification.
- Students must provide appropriate and legible supporting documents to the Financial Aid Office.
- Additional documents may be requested at the discretion of the Financial Aid Office.
- Information processing within the Financial Aid Office will take a minimum of 10 business days.
- Once all verification requirements are complete, the Financial Aid Office will update the student's FAFSA to reflect the information provided and the student will receive a new FAFSA Submission Survey (FSS). The student is responsible for reviewing their FSS to ensure that the information is accurate based on the documentation they provided. If there were no changes to the FAFSA, the most recent FAFSA on file will be used to determine the student's eligible federal student aid.
- If a student's financial award changes as a result of verification, a new award notification will be generated and sent to the student with the updated Student Aid Index (SAI) and award amounts, as applicable.

Participation in the verification process is required. If a student who is selected for verification does not submit the

required documentation within 30 days from the day they are notified, financial aid processing will be delayed, and the student may not be eligible to receive federal funding. The student will then be responsible for any balance owed to the University.

Common Delays in Completing the Verification Process

- Computer generated signature stamps on paper forms
- Missing signatures on requested forms and documents
- Forms not filled out completely
- Student name and learner ID not provided on all forms and documents
- Changing your IRS Tax Return Information after tax information is transferred from the IRS to the FAFSA

If Aspen University obtains any credible information indicating that an applicant for federal student aid may have knowingly engaged in fraud or other criminal misconduct in connection with their application for federal student aid, that applicant will be referred to the Office of Inspector General (OIG) 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
- False statements of income

Unusual Enrollment History

The U.S. Department of Education has regulations to prevent fraud and abuse in the Federal Student Aid Program by identifying students with unusual enrollment histories. Some students who have an unusual enrollment history may have legitimate reasons for their enrollment at multiple institutions. However, such an enrollment history requires the Financial Aid Office to review the student's file in order to determine future federal financial aid eligibility. If selected by the Department of Education, this must be resolved before a student will receive financial aid. If the required documentation is not submitted within 30 days, financial aid processing will be delayed and eligibility to receive federal student funding may be impacted. The student will then be responsible for any balance on their account.

For additional information please contact the Financial Aid Office at (888)-850-1248, option 3.

Professional Judgement

Federal regulations allow limited exceptions or adjustments to information reported on the Free Application for Federal Student Aid (FAFSA). Students/parents may appeal to the Financial Aid Office with "special" or "unusual" circumstances that differentiate their situation from information reported on the student's FAFSA.

Based on Federal statute, any decision/adjustment made is at the sole discretion of the Financial Aid Office and cannot be appealed beyond the Financial Aid Office. Documentation will be maintained on the student's file for at least three years after the end of their enrollment, along with documentation of the Professional Judgement decision.

Categories of Potential Changes based on Professional Judgments

Special Circumstances are adjustments reflecting financial changes affecting the student/parent. These adjustments can be made to data elements used in calculating the EFC (Expected Family Contribution) or beginning in 2024-2025, the SAI (Student Aid Index). Financial adjustments might also be made to the components of the student's Cost of Attendance budget for financial aid purposes.

Unusual Circumstances adjustments made to the student's dependency status for financial aid purposes based on a unique situation that differentiates the student from the regulatory bases for dependency determined through standard FAFSA questions.

Special Circumstances to be considered (Financial)

Adjustments to Components Used to Calculate EFC or SAI

- Reduced income: adjustments to data elements used to calculate the EFC or SAI based on an income or earnings reduction compared to the calendar-year reported on the FAFSA, due to circumstances including the following:
 - Change in employment
 - Reduction in untaxed income, such as child support

- Divorce/separation of parent or student
- Death of parent or student's spouse
- Permanent and total disability of parent or student's spouse
- Other changes in income

Reduced income must be reported for the actual prior-calendar year or projected current calendar year (with no more than six months of projected income), whichever is more applicable to the prevailing situation. Third-party documentation must be uploaded to support the data provided on the form.

- Incurred expenses: adjustments to data elements used to calculate the EFC or SAI where certain expenses existed during the calendar year on which the FAFSA is based which are not captured by questions on the FAFSA, such as:
 - Tuition expenses at an elementary or secondary school
 - Unusual out-of-pocket medical or dental expenses not covered by insurance

A letter of explanation with itemization of these expenses, accompanied by third-party documentation, will need to be securely uploaded to be considered.

Cost of Attendance Budget Increases

In circumstances in which the student can document that the standard cost of attendance budget does not accurately reflect their necessary expenses, a student may appeal for an increase in their budget for reasons including the following:

- Documented higher living expenses than represented by the average housing and meal allowance
- Documented exceptional costs for books, supplies, or miscellaneous personal expenses

In cases where a component in the budget is not sufficient, the student must submit a written, signed request detailing their total expenses, along with third-party documentation of costs. In these cases, the entire budget will be reviewed.

Unusual Circumstances to be considered (Dependency)

The FAFSA has a few questions to determine dependency, based on congressional law. If a student cannot answer

“yes” to any of these questions, the student is considered dependent for financial aid purposes, and parental information is required on the FAFSA.

Within professional judgment, potential adjustments to dependency may be considered based on a student's unique situation. The Financial Aid Office considers exceptions to the FAFSA basis for dependency to be in situations where a student's physical/mental wellbeing was or is threatened/jeopardized if the student remains with their parent(s) or in cases where the parent physically/emotionally abandoned their child.

The student must write a letter explaining their circumstance, which must be substantiated by two signed letters from non-related third parties who know the student's situation, such as a teacher, counselor, medical authority, member of the clergy, prison administrator, government agency, or court official.

A dependency override will remain in effect for the duration of the student's enrollment at Aspen University unless the student informs about a change, or the Financial Aid Office has evidence of conflicting information.

Timeline

When all documentation has been submitted, the appeal will be reviewed within 1-2 weeks, but never later than 60 days after the student enrolls. After the review is complete, the student will be notified about the decisions as well as any adjustments to their financial aid package. All decisions are final.

Entrance and Exit Counseling Requirement

All students eligible to receive Direct Federal Loans must complete the Loan Entrance Counseling before federal funding can be disbursed.

Students who have borrowed through the Federal Direct Loan Program (Subsidized, Unsubsidized or Graduate PLUS) while at Aspen University are required by law to complete an exit counseling session if they are graduating, withdrawing, or dropping below half-time enrollment. This web-based, exit counseling session has been created to make sure all students understand their rights and responsibilities as a Federal Direct Loan borrower. The topics covered in the web-based exit counseling session are:

- Summary of total Federal Direct Student loan indebtedness
- Summary of total non-Federal Direct Student loan indebtedness, including FFEL and Perkins loans
- Interest rates
- Information about entering repayment
- Repayment plan options
- Making payments
- Choice of monthly payment date
- Prepayment
- Consequences of default
- Loan consolidation
- Deferments
- Forbearances
- Loan discharge
- Information on how to contact the Direct Loan Servicing and Loan Consolidation centers
- Information on the Direct Loan website

In order for Aspen University to be notified that exit counseling has been completed, be sure the University is listed as the current school of attendance. This question will be asked after the session and quiz is completed. If the University is not listed, the borrower will have to provide Aspen University with a copy of the Borrowers Information and the Rights and Responsibilities Summary Checklist that can be printed during the on-line exit counseling session.

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

Effective 9/1/2021

In accordance with Federal Regulations 34 CFR 668.164(m), Aspen provides Title IV aid recipients the option to receive a book stipend. The stipend is calculated against any future credit balance which may occur after all tuitions and fees have been paid in the payment period and will be delivered in the form of an ACH deposit to the bank account of your choice.

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

Refunds and Direct Deposit

General Information

Credit balance refunds typically result from schedule adjustments, excess financial aid, or cash overpayments. Regardless of who paid (except for parent loan refunds designated for the parent borrower, or when refunded to a credit card), refunds are issued in the student’s name. Refunds of all eligible credit balances will be processed by Electronic Refund, via Direct Deposit. For a student who has an account balance within the same academic year/loan period, any subsequent disbursements will be held to cover those charges. The University is also able to hold up to \$200 for any prior academic year charges.

Direct deposit enrollment is required for most student refunds. If the credit balance on the student account is caused by excess financial aid and the student is not enrolled in direct deposit, a paper check for the amount to be refunded will be mailed to the student’s home address on file with the University. Students may update their home address at any time via their Student Portal.

Electronic Refund

Students are encouraged to set up an electronic refund with the Financial Aid Office. Aspen University will electronically deposit students' excess financial aid or any other account refunds into any US checking or savings account. If an electronic refund is not set up, refund checks will be mailed to the permanent home address on file, which can take several weeks to be received by the student.

Refund of Title IV (federal student aid) Credit Balances

All applicable Title IV credit balances will be automatically processed within 14 days of the posting of financial aid to the student's account (or 14 days after the first day of the term if the credit balance occurred before the first day of the term). To eliminate the credit balance, a refund via direct deposit or a mailed check will be issued to the student. The student is the only individual authorized to take ownership of the check. The only exception is for student accounts with Parent PLUS loans. During the application and approval process of the Parent PLUS loan, the parent has the option of selecting themselves or the student to receive the refund. If the parent selects themselves to receive the excess funds, a paper check will be mailed to the address listed on the original loan application. If Aspen University loses contact with a student or parent who is due a Title IV credit balance, the school will return the credit balance to the appropriate Federal Student Aid program/lender.

Outstanding Checks

Checks are only valid for 90 days after the issuance date. Checks that are still outstanding after 90 days will be voided and the funds returned to the federal financial aid program.

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 eligible students every year no later than January 31st, as required by law. This statement may be used to claim eligible education credits. For students who have opted-in for electronic

delivery, the 1098-T statement will be available online. For students who do not opt into electronic delivery, 1098-T statements are sent via mail to all students who are eligible. It is the student's responsibility to ensure the address on file is correct. Students may update their address on file with the University at any time via their Student Portal.

1098-T forms are for United States federal income tax return filing purposes only; forms are not sent to international students who do not request them by reporting a Social Security number (SSN) or an individual taxpayer identification number (ITIN). Most international students are not eligible to claim education tax credits. For more information about eligibility, please review I.R.S. Publication 970 at <https://www.irs.gov/forms-pubs/about-publication-970>. Aspen University employees cannot assist with your specific tax questions; students should consult with a qualified tax professional if they need assistance. Students who need an international tuition statement completed should contact Student Accounts.

For tax reporting purposes, please contact the Student Accounts to change or make corrections to your name or social security number.

Students who need a 1098-T may request it by providing Student Accounts with their SSN or ITIN no later than December 24th of the tax year. In order to comply with IRS regulations, students should complete Parts I and III of IRS Form W-9S, Request for Student's or Borrower's Taxpayer Identification Number and Certification, which can be found on the I.R.S. website at <http://www.irs.gov/pub/irs-pdf/fw9s.pdf>. The student's Aspen University Learners ID should be entered under "Tuition account number" in Part III. Submission of this form with correct information will ensure that if a student is eligible for a tax credit, their form will be issued. If a student needs a 1098-T, but does not request it by providing a correct ITIN or SSN before December 24 of the tax year, their Form 1098-T will not be filed.

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.

United States Military Benefits

Students who have served, or are currently serving in the United States Military and legal spouses are eligible to receive a Military Affiliation Discount from Aspen University.

Tuition Rates After Military Discount

| Degree Level | Tuition Assistance (Active or Reserve Duty only) | Military Affiliates |
|--|--|-----------------------|
| Undergraduate (not including the RN-BSN) | \$200 per credit hour | \$225 per credit hour |
| RN-BSN program | \$200 per credit hour | \$355 per credit hour |
| Master's degrees and Certificates | \$250 per credit hour | \$390 per credit hour |
| Doctoral programs (not including the DNP)* | N/A | \$535 per credit hour |
| DNP program* | N/A | \$665 per credit hour |

*Tuition Assistance does not cover doctoral programs. However, Active or Reserve Duty students are still eligible to receive the Military Affiliates rate.

Fees Waived (Active or Reserve Duty Using Tuition Assistance Only)

- Undergraduate Technology Fee: \$90 per course
- Nursing Undergraduate/Graduate Technology Fee: \$75 per course
- Graduate (non-nursing) Technology Fee: \$150 per course
- Doctoral (non-nursing) Technology Fee: \$75 per course
- DNP Technology Fee: \$175 per course
- Graduation Fee (excluding certificate programs): \$150
- Graduate Fee (certificate programs): \$100

Who Qualifies

- United States Military Active Duty
 - Active Duty
 - Reserve and National Guard
 - Veterans
 - Legal spouses

Military Affiliation Discount

The student must supply one of the following documents to apply for the Military Affiliation Discount.

- Leave and Earnings Statement; must be dated within 90 days of document submission
- DD-214 (Discharge of Duties); must have general discharge or higher
- VA Letter Certifying Military Service/Benefits Summary Letter; must have general discharge or higher
- Honorable Discharge Certificate
- NGB Form 22 (National Guard Report of Separation and Record of Service); must have general discharge or higher

Military Affiliation Discount- Spouses

The student must supply their Marriage License or Marriage Certificate **and** one of the spouse's military documents listed below.

- Leave and Earnings Statement; must be dated within 90 days of document submission
- DD-214 (Discharge of Duties); must have general discharge or higher
- VA Letter Certifying Military Service/Benefits Summary Letter; must have general discharge or higher
- Honorable Discharge Certificate
- NGB Form 22 (National Guard Report of Separation and Record of Service); must have general discharge or higher
- DEERs record

Military Payment Options

Veterans Affairs and G.I. Benefits®

Aspen University is approved by the Arizona State Approving Agency for Veterans Benefits and has committed to adhere to the Principles of Excellence set forth in Executive Order 13607. Please contact the Veterans Administration for more information (www.va.gov or 800-442-4551.)

Utilizing educational benefits from Veteran Affairs

- Students may be asked to supply one or more of the following documents to process their Veteran educational benefits:
- Tuition Assistance Voucher per course from Branch Portal
- All pages of Certificate of Eligibility dated within 6 months of start date
- Purchase order received through Tungsten
- All academic transcripts from prior institutions

Record Requirements

VA students' records must be kept for 3 years following the ending date of the last period certified to VA. Records need to be kept longer than 3 years only if a written request to keep the records longer is received from the Department of Veterans Affairs or the General Accounting Office 30 or more days before the end of the 3-year period. This requirement is in the Code of Federal Regulations (38 CFR 21.4209(f)).

Previous Experience of Veterans or Eligible Persons

The University maintains a written record of the previous education and training of the veteran or eligible person and clearly indicates that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person and the Department of Veterans Affairs so notified.

Education Programs

- Chapter 30 - Montgomery G.I. Bill® - Active Duty Educational Assistance Program
- Chapter 31 - Veteran Readiness and Employment

- Chapter 32 - Post Vietnam Era Veterans Educational Assistance Program
- Chapter 33 - Post 9-11 G.I. Bill®
- Chapter 35 - Survivors' and Dependents' Educational Assistance Program
- Chapter 1606 - Montgomery G.I. Bill® - Selected Reserve

Allowing Veterans to Attend or Participate in Courses Pending VA Payment

Background:

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

Pending Payment Compliance

For students utilizing Chapter 31 VA Vocational Rehabilitation and Employment benefits or utilizing Chapter 33 Post 9/11 GI Bill® VA education benefits, Aspen University will not:

- Charge late fees on the portion of tuition and fees billable to the VA while VA tuition and fee payment is pending.
- Withdraw students for non-payment of the portion of tuition and fees billable to the VA while VA tuition and fee payment is pending.
- Restrict student access to university facilities for non-payment on the portion of tuition and fees billable to the VA while VA tuition and fee payment is pending.
- Require the student to access student loans for the purpose of paying the portion of tuition and fees billable to the VA while VA tuition and fee payment is pending.

To qualify, by or on the first day of the enrollment period a student must:

- Present to the Enrollment Advisor or the Financial Aid Office a VA Certificate of Eligibility or VA Form 29-1905/Purchase Order issued in the name of the student.
- Use one of the two VA benefits, Chapter 31 or Chapter 33, as noted.

Costs which are the responsibility of the student, such as tuition and fees not billable to VA, are not covered under the provision established by PL 115-407, Sec. 103. Students using Post 9-11 benefits at less than 100% eligibility are responsible to contact the Financial Aid Office to make payment arrangements on the amount of tuition not anticipated to be paid by the VA.

The provision established by PL 115-407, Sec. 103, ends 90 days after tuition and fees are billed to VA whether or not VA has issued payment to the University. At that time, the University can hold the student liable for the billable tuition and fees unpaid by the VA, place a registration hold for any outstanding amount billed to VA, or withdraw the student for non-payment of the billable tuition and fees not paid by VA. Ultimately, the student does agree to assume and pay all costs associated with said enrollment not paid by the VA directly to the University.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

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.

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 to 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 any time.

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.

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 Student Accounts or your Human Resources Manager to determine if your employer participates.

Refund Policy

Aspen University's refund policies conform to the requirements of the Arizona State Board for Private and Postsecondary Education, Section R4-39-404. 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 course registration 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.

Wisconsin Students: Students who cancel within 7 calendar days of enrolling will be issued a full refund within 10 business days.

Course Withdrawal

A student can withdraw from a course by submitting the Course Withdrawal form in the Student Portal. Depending upon the date of withdrawal, there may be a refund of tuition and fees. 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 "Date of Determination of Withdrawal" is the date the

student requests to be withdrawn from a course by submitting the Course Withdrawal form through the Student Portal. In the event a student is administratively withdrawn (unofficial withdrawal) from his/her course due to non-participation and does not otherwise provide a Course Withdrawal form, the Date of Determination of Withdrawal is no later than 14 calendar days after his/her last day of Academic Activity. Please see the Academic Progress and Participation policies for a detailed explanation of Academic Activities

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 Date of Determination of Withdrawal. 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. Please see the Continuous Enrollment Policy for a detailed explanation. 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.

Florida Students Only: Refunds will be issued within 30 days of the Withdrawal date.

Iowa Students Only: All tuition charges will be refunded to Iowa students who withdraw within the first two calendar weeks of instruction.

If an Iowa student terminates from any of the school's programs or courses after the first two calendar weeks of the semester, the student will receive a pro rata refund that is not less than ninety-five percent of the amount of tuition charged to the student multiplied by the ratio of the number of calendar days remaining in the school period to the total number of calendar days in the school period. If the terminating student has completed sixty percent or more of a school period, the student will not receive a refund of charges.

When an Iowa student terminates a postsecondary educational program after the first 14 consecutive days of

the semester due to the student’s physically incapacity or, for a program that requires classroom instruction, due to the transfer of the student’s spouse’s employment to another city, the terminating student shall receive a refund of the tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

A refund of tuition charges will be provided to the student within forty-five days following the date of the school’s determination that a student has terminated from a postsecondary educational program.

Exception Policy: If an Iowa student terminates a postsecondary educational program after the first 14 consecutive days of the session due to the student's physically incapacity, or due to the transfer of the student's spouse's employment to another city, the terminating student shall receive a refund of the tuition charges in an amount that equals the amount of tuition charged to the student multiplied by the ratio of the remaining number of calendar days in the school period to the total number of calendar days in the school period.

Refunds will be processed and mailed within 45 calendar days of the date the student is determined to be withdrawn from the University. Refunds are mailed to the student’s address on file with the institution. Students must ensure that their information is updated and is accurate. The University is not responsible for late or missing refunds if the student has not ensured accuracy of information with the Office of the Registrar.

Refund of Other Fees

Non-Refundable Fees

| Fee Type | Amount | Frequency |
|---|---------------|------------------------|
| Graduation (excluding Certificate programs) | \$150 | one time |
| Graduation (Certificate programs) | \$100 | one time |
| Transcript Request | \$15 | per request |
| Portfolio Credit Evaluation | \$250 | per course of one time |
| Additional Diploma | \$75 | per request |
| Assessment (N495, N511, N518) | \$125 | per identified course |
| DNP Immersion | \$175 | per course |
| Doctoral Dissertation/Project | \$2,250 | one time |
| Virtual Residency (RSH912) | \$125 | per identified course |
| Proctored Assessment | \$125 | per assessment |
| Proctored Exam- Doctoral programs | \$225 | per exam |
| Wire Transfer | \$40 | per request |

Refundable Fees

| Fee Type | Amount | Frequency |
|---|--------|------------|
| Undergraduate Technology | \$90 | per course |
| Nursing Undergraduate/Graduate Technology | \$75 | per course |
| Graduate Technology (non-Nursing) | \$150 | per course |
| Doctoral Technology (non-Nursing) | \$75 | per course |
| DNP Technology | \$175 | per course |
| Continuing Education Technology | \$90 | per course |
| Nursing & Health Sciences Capstone | \$275 | per course |
| Nursing Practicum | \$275 | per course |
| Internship | \$350 | one time |
| Embedded Proctored Assessment Fee | \$125 | per course |
| Embedded Proctored Exam Fee- Doctoral | \$225 | per course |

In the event that the student cancels their enrollment prior to the Start Date, or the Date of Determination of Withdrawal from the course is 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 Date of Determination of Withdrawal from the course is after the first week, the course specific tuition and refundable 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. The institution does not sell instruction books, supplies and tools. Instruction books, supplies and tools must be purchased from outside vendors.

Refund Table for 8-week Courses

| Date of Determination of Withdrawal | 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 \$1,246.25 (\$1,121.25 tuition and \$125.00 technology fee). If student withdraws from the course and the Date of Determination of Withdrawal is during the second week, the student is entitled to a refund of \$997.00. ($\$1,246.25 * 80\%$).

Refund Table for 16-week Courses

| Date of Determination of Withdrawal | 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 | 70% |
| During the 4th week of class | 60% |
| During the 5th week of class | 50% |
| During the 6th week of class | 40% |
| During the 7th week of class | 30% |
| During the 8th week of class | 20% |
| During the 9th week of class | 10% |

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 Table 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.

Iowa Students Only:

Aspen University is supportive of a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to National Guard duty or federal active duty. Upon verification of orders requiring active duty, you may select from several tuition credit options:

Options available to qualified students: Upon meeting with the Military Office (militarybenefits@aspen.edu) to verify orders, Aspen University will work with you to determine the best plan for your circumstances. Aspen University has three options to review and consider with you.

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such

arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

These rules are in compliance with Iowa Code 261.9(1)9g).

Return of Title IV Funds

When a Title IV borrower withdraws from all courses in a term, 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 does not complete the term, the University will determine the earned and unearned portion of the student's federal financial aid within Federal Regulations.

When a student chooses to officially withdraw from a course, they must first complete the "Course Withdrawal" form. When a student chooses to officially withdraw from Aspen University, they must first complete the "Program Withdrawal" form. These forms must be completed and submitted electronically via the Student Portal.

A student is administratively withdrawn from a course if they violate Aspen University's Academic Progress and Participation Policy and a student is administratively withdrawn from the University if they violate Aspen University's Continuous Enrollment Policy. Please see the Academic Progress and Participation and Continuous Enrollment policies for additional details.

If the student is administratively withdrawn from the University, this is considered an unofficial withdrawal and also applies to students who are dismissed or removed for academic or disciplinary reasons. In addition, if the student has ceased attending all current courses in the term, the student is considered an unofficial withdrawal for Title IV purposes.

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 (official and unofficial), 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 post-withdrawal disbursement. If a student or parent borrower is eligible for a post-withdrawal disbursement of loan funds, the borrower 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 loan post-withdrawal disbursement. The student or parent borrower then has 14 days from the date the University sends a notification to accept, in writing, the post-withdrawal disbursement. If the student or parent borrower acknowledges acceptance of the post-withdrawal loan disbursement, the University will disburse the loan within 180 days from the date of the University's determination that the student withdrew.

If the student is eligible for a post-withdrawal disbursement of Title IV grant funds, the eligible funds will be disbursed within 45 days from the date of the University's determination that the student withdrew.

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 Student Accounts. If there is a Title IV credit balance on the student's account after the Return to Title IV calculation has been performed, the credit balance will be resolved in accordance with the student's authorizations within 14 days of the date that the University performed the Return to Title IV calculation.

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

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant

Tuition

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.

| Program of Study | Tuition Rate (per Credit Hour) |
|----------------------|--------------------------------|
| Certificate Programs | \$430 |
| Associates Degree | \$250 |
| Bachelor's Degree* | \$250 |
| Master's Degree | \$430 |
| Doctoral Degree** | \$595 |

*The RN to BSN Program is \$395 per credit hour.

** The DNP program is \$740 per credit hour.

Fees

Non-Refundable Fees

| Fee Type | Amount | Frequency |
|--|---|------------------------|
| Graduation (excluding Certificate programs) | \$150 | one time |
| Graduation (Certificate programs) | \$100 | one time |
| Transcript Request | \$15 | per request |
| Portfolio Credit Evaluation | \$250 | per course |
| Additional Diploma | \$75 | per request |
| Assessment (N495, N511, N518) | \$125 | per identified course |
| DNP Immersion | \$175 | per course |
| Doctoral Dissertation/Project | \$2,250 | one time |
| Virtual Residency (RSH912) | \$125 | per identified course |
| Proctored Assessment | \$125 | per assessment |
| Proctored Exam-Doctoral programs | \$225 | per exam |
| Student Tuition Recovery Fund (STRF)* Effective 4/1/2024 | \$0.00 per \$1,000 of institutional charges | per program enrollment |
| Wire Transfer | \$40 | per request |

*The fee is only assessed to students who are residents of the State of California or who are enrolled in a residency program in the State of California at the time of enrollment.

Refundable Fees

| Fee Type | Amount | Frequency |
|---|---------------|------------------|
| Undergraduate Technology | \$90 | per course |
| Nursing Undergraduate/Graduate Technology | \$75 | per course |
| Graduate Technology (non-Nursing) | \$150 | per course |
| Doctoral Technology (non-Nursing) | \$75 | per course |
| DNP Technology | \$175 | per course |
| Continuing Education Technology | \$90 | per course |
| Nursing & Health Sciences Capstone | \$275 | per course |
| Nursing Practicum | \$275 | per course |
| Internship | \$350 | one time |
| Embedded Proctored Assessment Fee | \$125 | per course |
| Embedded Proctored Exam Fee-Doctoral | \$225 | per course |

on www.aspen.edu for specific text and pricing information by class.

Estimated Book Cost

| Program of Study | Estimated Book Cost |
|--|----------------------------|
| Associates Degree | \$3,000 |
| Bachelor of Science in Nursing Completion Program | \$1,500 |
| Bachelor's Completion Programs | \$3,000 |
| Bachelor's Programs | \$6,000 |
| RN-MSN Programs | \$2,850 |
| Master's Programs | \$1,800 |
| Master in Education | \$1,500 |
| Master of Arts in Psychology and Addiction Studies | \$2,400 |
| Education Specialist | \$1,650 |
| Doctor of Nursing Practice Program | \$1,650 |
| Doctoral Programs | \$3,000 |
| Certificate in Project Management | \$450 |
| Certificate in eLearning Pedagogy | \$750 |

Students are encouraged to view the program information

Academic Information and Policies

The following catalog sections are related to academic information and policies.

Academic Calendar and Locations (p. 45)

Academic Freedom Policy (p. **Error! Bookmark not defined.**)

Academic Integrity Student Commitments (p. 46)

Academic Progress and Participation (p. 47)

Administrative Withdrawal and Dismissal (p. 49)

Admission Requirements (p. 49)

Appeal Policy (p. 53)

Code of Conduct (p. 54)

Complaints and Grievance Policies (p. 57)

Continuous Enrollment Policy (p. 59)

Course Extension Policy (p. 60)

Course Late Registration and Drop/Withdrawal Policies (p. 60)

Course Numbering System (p. **Error! Bookmark not defined.**)

Credit Hour Policy (p. 62)

Emergency Procedural Adaptation Policy (p. 63)

Family Educational Rights and Privacy Act (p. 63)

Good Academic Standing (p. 65)

Grading Policy (p. 65)

Graduation Requirements (p. 68)

International Students (p. 68)

Late Work Policy (p. 69)

Leave of Absence Policy (p. 70)

Posthumous Degree Policy (p. 70)

Readmission Policy (p. 70)

Simultaneous Program Enrollment (p. 71)

Satisfactory Academic Progress (p. 71)

Student Identity Policy (p. 74)

Student Support Services (p. 74)

Student Status (p. 76)

Substance Use and Abuse Policy (p. 77)

Transfer Credit Policy (p. 78)

Academic Calendar and Locations

Aspen University's Academic Year is 32 weeks and courses are 8 weeks in length. Dissertation courses are 16 weeks in length. Course Start Dates are on alternating Tuesdays each month.

2024-2025 Online Academic Calendar

| Start Date | End Date |
|--------------------|--------------------|
| June 18, 2024 | August 12, 2024 |
| July 2, 2024 | August 26, 2024 |
| July 16, 2024 | September 9, 2024 |
| July 30, 2024 | September 23, 2024 |
| August 13, 2024 | October 7, 2024 |
| August 27, 2024 | October 21, 2024 |
| September 10, 2024 | November 4, 2024 |
| September 24, 2024 | November 18, 2024 |
| October 8, 2024 | December 2, 2024 |
| October 22, 2024 | December 16, 2024 |
| November 5, 2024 | December 30, 2024 |
| November 19, 2024 | January 13, 2025 |
| December 3, 2024 | January 27, 2025 |
| December 17, 2024 | February 10, 2025 |
| December 31, 2024 | February 24, 2025 |
| January 14, 2025 | March 10, 2025 |
| January 28, 2025 | March 24, 2025 |
| February 11, 2025 | April 7, 2025 |
| February 25, 2025 | April 21, 2025 |
| March 11, 2025 | May 5, 2025 |
| March 25, 2025 | May 19, 2025 |
| April 8, 2025 | June 2, 2025 |
| April 22, 2025 | June 16, 2025 |
| May 6, 2025 | June 30, 2025 |
| May 20, 2025 | July 14, 2025 |
| June 3, 2025 | July 28, 2025 |
| June 17, 2025 | August 11, 2025 |
| July 1, 2025 | August 25, 2025 |
| July 15, 2025 | September 8, 2025 |
| July 29, 2025 | September 22, 2025 |
| August 12, 2025 | October 6, 2025 |
| August 26, 2025 | October 20, 2025 |

Aspen University's main administrative office is located in

Phoenix, Arizona at 4615 East Elwood Street, Suite 100, Phoenix, AZ 85040.

Academic Integrity Student Commitments

Aspen University strives to provide a safe, online environment for students to learn and grow so that they may realize their academic and career aspirations reflecting Aspen's mission (p. 19). We aspire to be a community where academic integrity is upheld as a cornerstone of our collective values. By prioritizing honesty and ethical conduct in every academic endeavor, we value an environment where trust and credibility flourish. As an institution, we commit to nurturing a culture where learning is respected, achievements are earned with integrity, and every student, faculty, and staff member contributes to a community of academic excellence.

To that end, Aspen University **Student Commitments** include to:

- Respect themselves, others, and the University;
- Honor the diversity of their classmates and faculty;
- Uphold high standards for personal and academic integrity;
- Realize the impact of their conduct upon themselves, others, and the University; and
- Seek opportunities to restore trust resulting from the impact of actions and choices.

Respect themselves, others, and the University: Respect is not merely a set of guidelines, but woven into the fabric of daily university life. It begins with students embracing their own worth and potential, fostering a culture of self-respect that radiates through their actions and choices within the online classroom. This self-awareness naturally extends to others, including the staff and faculty with whom they interact, creating a community where empathy and understanding thrive. Every interaction is permeated with a deep-seated respect for diverse perspectives and backgrounds. Furthermore, respect for the University manifests in cherishing its mission (p. 19), goals, and commitment to excellence. It is a commitment to upholding integrity, honesty, and a sense of collective responsibility, ensuring that each member contributes positively to the institution.

Honor the diversity of classmates and faculty: Honoring the diversity of classmates and faculty enriches our

academic community. Recognizing the myriad backgrounds, cultures, and perspectives that each individual brings into the classroom allows diversity to become a source of strength that fosters dialogue and broadens horizons. It entails not only tolerance but genuine curiosity and respect for differing viewpoints, creating an environment where learning is elevated through mutual understanding, in accordance with Aspen's Diversity and Equity Statement (p. 19). Faculty members, representing various experiences and expertise, inspire and guide students from their own professional and academic journeys. Together, this commitment to embracing diversity nurtures an environment where every voice is valued and every contribution is honored, shaping a community that thrives on inclusivity and mutual respect.

Uphold high standards for personal and academic integrity: Upholding high standards for personal and academic integrity signifies a steadfast commitment to honesty, fairness, and ethical conduct in all aspects of academic, professional, and personal life. This commitment, for example, respects the academic expectation that all work submitted demonstrates one's own effort and understanding of content, especially in the changing technological landscape of artificial or assisted intelligence. It also extends to interactions with peers and faculty, where transparency and trustworthiness are paramount, and involves taking responsibility for one's actions and decisions, embodying a sense of accountability that enriches our learning community. By maintaining these high standards, students not only uphold the reputation of our institution, but also cultivate an environment where integrity serves as a guiding principle for personal growth and academic excellence.

Realize the impact of their conduct upon themselves, others, and the University: Realizing the impact of conduct is essential for students to navigate their academic journey responsibly and ethically. Each action taken carries repercussions that resonate beyond immediate outcomes, shaping personal growth, relationships with faculty and peers, and the overall reputation of the institution. By considering these impacts, students cultivate a sense of accountability and integrity in their behavior, participating in a community where trust and respect are foundational. This understanding extends to academic pursuits, where diligence and honesty uphold the standards of scholarship and contribute to a culture of academic excellence. By embracing this awareness, students not only enhance their own experiences but also contribute to a vibrant, supportive community committed to shared success and ethical conduct.

Seek opportunities to restore trust resulting from the impact of actions and choices: Seeking opportunities to restore trust resulting from the impact of actions and choices is a vital commitment for students to make within our community. Recognizing the effects that actions can have on relationships and the broader university environment, students actively engage in efforts to mend any trust that may have been compromised. This involves sincere reflection on one's conduct by taking responsibility for behavior. Students are encouraged to listen attentively to concerns, communicate openly and honestly, and take concrete steps to rebuild trust through consistent and ethical behavior. Ultimately, by embracing these efforts, students play an integral role in fostering a supportive and trustworthy community where learning and growth thrive.

Relevant Policies: In support of the aspiration to be a community of academic integrity, the following policies apply:

- Student Identity Policy (p. 74)
- Code of Conduct (p. 54)
- Responsible Use of Artificial Intelligence (p. 54)
- Plagiarism (p. 54)

Academic Progress and Participation Policy

Degree Progress

Students must progress through the courses required for their degree in a prescribed order. The goal of this requirement is to ensure continued success and to confirm that students have an adequate foundation of knowledge to continue on in their program as the courses build.

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 14 consecutive days, they will be administratively withdrawn from the course. Students are subject to this policy throughout the entire course, including any officially approved course extensions.

Recognized participation at Aspen University is only

recorded and verified via the D2L Classroom through posting in the discussion forum, submitting a journal entry or quiz, or submitting an assignment to the classroom dropbox in a given week.

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 proctored assessment;
- Submitting a journal entry; and
- Making a quality contribution to an online discussion board within the classroom.

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

All Aspen University courses, except for dissertation courses, are 8 weeks in length. In 8-week courses, modules start on Tuesday and cover the next 7 days of the course. Below are the deadlines for the required academic submissions.

For Courses with One Discussion Question

| Day of the Week | Academic Activity |
|-----------------|---|
| Tuesday | Academic week begins and the weekly module becomes available |
| Thursday | Initial discussion post is due |
| Sunday | Discussion replies are due |
| Monday | Assignment is due (if Module contains a quiz, this is also due on Monday) |

For Courses with Two Discussion Questions

| Day of the Week | Academic Activity |
|-----------------|---|
| Tuesday | Academic week begins and the weekly module becomes available |
| Thursday | Initial discussion post is due |
| Sunday | Discussion replies for discussion 1 and the initial post for discussion 2 are due |
| Monday | Assignment is due (if Module contains a quiz, this is also due on Monday) |

For Courses with One Journal Question

| Day of the Week | Academic Activity |
|-----------------|--|
| Tuesday | Academic week begins and the weekly module becomes available |
| Thursday | Journal response is due |
| Monday | Assignment is due |

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

16-Week Course Schedule

In 16-week dissertation courses, modules start on Tuesday and cover the next 14 days of the course. Below are the weekly deadlines for required academic submissions. The cycle repeats for every 2-week Module.

| Day of the Week | Academic Activity |
|------------------|---|
| Week 1, Tuesday | First discussion post is due |
| Week 1, Sunday | Replies to first discussion post are due |
| Week 2, Thursday | Second discussion post is due |
| Week 2, Sunday | Replies to second discussion post are due |
| Week 2, Monday | Assignment is due |

Administrative Withdrawal and 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 readmission process (p. 70) in order to resume their studies. If the student is readmitted, they 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; or
- Violating the Code of Conduct or Academic Integrity Policy

Wisconsin Students: In accordance with Wis. Admin. Code SPS 408.05(3), students will receive their refund within 40 days after dismissal or notification of withdrawal.

Admission Requirements

Aspen University's admission requirements vary by degree-level and program. Please review the specific admissions requirements for each degree-level and program at the bottom of this page. Below you will find general information regarding the admissions process.

Admissions Documentation

- **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 non-verified 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 or regulatory body.

- **Nursing Licenses-** Aspen University's nursing programs require a current, unrestricted registered nursing license, issued in the United States, a US territory, or Canada. Registered nurses licensed outside of these areas are not eligible. Nursing licenses that show past restrictions may be required to provide additional documentation, even if that past restriction has since been resolved. Students are required to maintain an unrestricted registered nursing license throughout their program. If a student's nursing license status changes, that student is required to self-report that information to registrar@aspen.edu. If a student reports a change in their license status, the student will be placed on a Leave of Absence while working to resolve their license status with the appropriate nursing regulatory body. Students will be required to provide documentation that their license is unencumbered before resuming classes again. If a student exceeds 180 days since their last date of enrollment while attempting to resolve their licensing issue, the student will be dropped from their program per the Continuous Enrollment policy (p. 59); students in this situation may reapply to the university per the Readmissions policy (p. 70) once their licensing issue is resolved. If the university finds that a student failed to report a change in their license status, they will be subject to review under the Code of Conduct (p. 54) policy.
- **Nursing Essential Functions Form-** The nursing profession requires significant physical, mental, and behavioral skills. The essential functions listed (p. 9) describe what students must be able to do to meet the requirements of being a nurse to ensure protection of patient safety. The essential functions define selected attributes and behaviors necessary for students to demonstrate in order to successfully complete their education and subsequently enter their profession. Individuals are required to navigate their assigned responsibilities independently with or without reasonable accommodations. To request a reasonable accommodation, contact

accessibility@aspen.edu for assistance.

- **Additional Documentation-** Aspen University reserves the right to request additional information from any applicant in order to make admissions decisions.
- **Retention of Admissions Documents-** All documents sent to Aspen University for admissions purposes become the property of Aspen University and will not be returned to the applicant or student for any reason, regardless of enrollment status.

Student Location

Students must reside in a location in which Aspen University is authorized to operate. Information on Aspen's state authorization information can be found on the Aspen University website. The university confirms the student's location when the student is admitted into the institution based on the address self-reported by the student on their application. It is the responsibility of the student to discuss the consequences of any inter-state or inter-country relocation and to update their address via their Student Portal if their location changes at any point while enrolled at the institution.

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.

Compulsory-Aged Students

Aspen University does not enroll compulsory-aged students.

Program Specific Admissions Requirements:

Undergraduate Degree Programs

Associates Degree Programs

Applicants must demonstrate the following:

- 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. Students must still self-certify high school degree or equivalent on the application. For clock hour and quarter conversions, complete credits will be rounded to the nearest whole credit. Semester credits will not be rounded.
 - If the Registrar's Office has reason to believe that a high school diploma is not valid, its authenticity will be validated through the high school listings on the particular state's department of education website.
- Official Transcripts for all previous college credit earned
- Minimum cumulative GPA of 2.00 for all previous high school or college education. GPAs will not be rounded for admissions purposes.

Bachelor's Degree Programs

Applicants must demonstrate the following:

- 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. Students must still self-certify high school degree or equivalent on the application. For clock hour and quarter conversions, complete credits will be rounded to the nearest whole credit. Semester credits will not be rounded.
 - If the Registrar's Office has reason to believe that a high school diploma is not valid, its authenticity will be validated through direct contact with the high school listings, review of the high school's

information on the particular state's department of education website, or direct contact with the particular state's department of education.

- Official Transcripts for all previous college credit earned
- Minimum cumulative GPA of 2.00 for all previous high school or college education. GPAs will not be rounded for admissions purposes.

Program Specific Requirements

RN to BSN (Completion Program)

Applicants must demonstrate the following:

- Associate Degree in Nursing (i.e. ADN or ASN) or diploma in nursing.
 - A minimum cumulative GPA of 2.5 from the ADN/ASN/diploma granting institution. GPAs will not be rounded for admissions purposes.
 - Pending review and approval from the Nursing Admissions Committee, students may be admitted to the university as an exception if their GPA falls below the minimum requirement. GPAs under 2.0 will not be considered for any exceptions.
- 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. Nursing licenses that show past restrictions may be required to provide additional documentation, even if that past restriction has since been resolved.
- A minimum of one year of nursing experience as a RN completed within the past five years.

Completion Programs (Business and Education)

Applicants must demonstrate the following:

- 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. For clock hour and quarter conversions, complete credits will be rounded to the nearest whole credit. Semester credits will not be rounded.

Graduate Degree Programs

Master's Degree Programs

Applicants must demonstrate the following:

- Completed application
- A Bachelor's degree Official Transcript from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent.
- Minimum cumulative GPA of 2.5 on the conferred degree being used for admission into the program. GPAs will not be rounded for admissions purposes.
 - If an applicant has completed prior Master's level coursework without a conferred Master's degree, the combined cumulative GPA between the conferred Bachelor's degree and Master's coursework would be used to determine if the required entrance GPA is met.
 - If an applicant has a prior conferred Master's degree, this GPA can be used in place of the conferred Bachelor's degree to meet the admissions GPA requirement.

Program Specific Requirements

RN to MSN Bridge Program

Applicants must demonstrate the following:

- Associate Degree in Nursing (ADN or ASN) or diploma in nursing
- 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. Nursing licenses that show past restrictions may be required to provide additional documentation, even if that past restriction has since been resolved.
- A minimum of one year of nursing experience completed within the past five years.

Master of Science in Nursing

Applicants must demonstrate the following:

- Bachelor of Science in Nursing (BSN)
- 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. Nursing licenses that show past restrictions may be required to provide additional documentation, even if that past restriction has since been resolved.

- 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.

Doctoral Degree Programs

Doctoral Degree Programs

Applicants must demonstrate the following:

- 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. GPAs will not be rounded for admissions purposes.
 - If an applicant has completed prior Doctoral level coursework without a conferred Doctoral degree, the combined cumulative GPA between the conferred Master's degree and Doctoral coursework would be used to determine if the required entrance GPA is met.
 - If an applicant has a prior conferred Doctoral degree, this GPA can be used in place of the conferred Master's degree to meet the admissions GPA requirement.

Program Specific Requirements

Doctor of Science in Computer Science and Doctor of

Education in Leadership and Learning

Applicants must demonstrate the following:

- Statement of Goals
- Resume or curriculum vitae

Doctor of Nursing Practice

Applicants must demonstrate the following:

- Current, unrestricted licensure as a registered nurse, nurse practitioner, and/or advanced practice registered nurse in the United States, a US territory, or Canada. Registered nurses, nurse practitioners, and/or advanced practice registered nurses licensed outside of these areas are not eligible.
- Master of Science in Nursing (MSN), or a relevant discipline

Certificate Programs

Certificate Programs

Applicants must demonstrate the following:

- Completed application
- Official transcript demonstrating a conferred bachelor's degree from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent, with a minimum cumulative GPA of 3.0 or greater. GPAs will not be rounded for admissions purposes.

Continuing Education Students

Students can enroll in Aspen University as a continuing education (non-degree seeking) student. These students may register for Aspen University courses without committing to a specific program. Students can only complete a maximum amount of credits as a continuing education student before they must reapply as a degree-seeking student. Credit maximums are determined by course-level as follows:

- Undergraduate: a maximum of 15 credits can be earned as a continuing education student
- Graduate: a maximum of 9 credits can be earned as a continuing education student
- Doctoral: a maximum of 6 credits can be earned as a continuing education student

Students who have earned the maximum allowable credits at their level will be administratively dropped from continuing education and are able to reapply for a degree seeking program. Students would be held to the current admission policies, program requirements, tuition, and fees at the time of readmission.

Continuing Education

Applicants must demonstrate the following:

- Completed application
- Official transcript demonstrating a conferred degree from an institution that is accredited by a CHEA recognized accrediting body or an international equivalent
 - High school degree or equivalent required to enroll in Undergraduate courses
 - Bachelor's degree required to enroll in Graduate courses
 - Master's degree required to enroll in Doctoral courses

Certain courses are ineligible for continuing education students:

- Courses that utilize Project Concert software are ineligible for continuing education students.
- Capstone, dissertation, internship, or DNP project courses are ineligible for continuing education students
- Program specific restrictions include:
 - N492 and N493 in the RN-BSN program are ineligible for continuing education students
 - In the MSN program, only N502, N508, N512, N520, N510, N511, and N518 are open to continuing education students. All other courses would require dean approval.
 - In the DNP program, only DNP800, DNP810, and DNP825 are open to continuing education students. All other courses are barred.
 - EDD820, EDD821, EDD822, EDD823, and RSH912 are ineligible for continuing education

students

Additionally, registration in certain courses would require permission from a dean prior to registration:

- All doctoral courses and MSN specialization courses would require approval prior to enrolling

Appeal Policy

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. The appeal must include the appropriate appeal form, an appeal letter detailing the extenuating circumstances and the desired outcome and supporting documentation. Incomplete or verbal appeals will not be considered. Appeals are reviewed by members of the Appeals Committee, which includes various university leadership, depending on the nature of the appeal. Appeal decisions will be communicated by the Office of the Registrar to the student in writing via email.

Students who are interested in filing an appeal may do so via this link: [Appeal Form](#)

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. Appeals regarding the Participation Policy must be submitted within 10 days of being removed from the course. Any other administrative appeals that pertain to a specific course must be filed within 60 days of the course end date. 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.

Grade Appeals

Students may appeal to dispute an earned final course grade if an error in calculating the grade or using the rubric has occurred. Grounds for appeal can be made when students can provide documentation of an error in calculating the grade or misuse of the rubric. Grade appeals

do not involve the treatment, classroom style, or general application of grading policies of a faculty member. For example, the student may not like a particular professor's classroom style or grading practices as a whole, but this does not constitute grounds for an appeal. The evaluation of student work and the assignment of course grades are the faculty member's responsibility. The student may, however, use the informal complaint process to address the issue. Grade 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 Grade 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 dismissed due to failure to maintain Good Academic Standing at the end of their Academic Observation period may appeal for re-entry. 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.

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. The Code of Conduct Policy is composed of two sections: Conduct (behavioral) and Plagiarism

(academic). 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. Consequences may include course failure, reversal of final course grades, revocation of credits and degrees or dismissal from the University. Violation of Code of Conduct may result in consequences that include but are not limited to a verbal or written reprimand, immediate removal from the classroom, lab, simulation, clinical setting, or campus, or any other action deemed appropriate for violations of the student's responsibilities.

The following is a non-exhaustive list of actions that are considered student conduct violations, for which prospective and current students are subject to disciplinary action up to and including dismissal 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
- Communicating or behaving in any manner that creates a disruption, or a hostile or offensive educational environment for a student, faculty member, or staff member, including bullying, hazing, menacing, threatening, intimidating, use of profanity or offensive words in an angered or annoyed manner, or violent behavior.
- Discriminatory or inappropriate comments and/or inferences towards or about students, faculty, or staff related to sex, race, color, height, weight, national origin, religion, age, marital status, gender, sexual orientation, veteran status, physical or mental disability, medical condition as defined by law, or any basis prohibited by law.
- Communication or behavior towards a student, faculty, or staff member that is disrespectful, derisive, or offensive in nature
- Failing to comply promptly with any reasonable directive, including health and safety directives, from a faculty member or University official
- Failing to cooperate with officials in a University

investigation

- Permitting anyone, with the exception of university-authorized persons, access to one's classroom, to attend class in one's stead, or to attend class for another
- Sharing answers, information, or documents related to course materials and assignment submissions, soliciting, or hiring others to complete course assignments on the student's behalf
- Obtaining completed work or revising a work that was found on the Internet, or submitting work found or purchased from a website
- Acquiring work that is written or produced by another person/organization as their own for submission under the student's name
- Giving, receiving or presenting any work or materials by a student with the aim of helping oneself or another with any academic work
- Using unauthorized materials or access and/or obtaining unauthorized assistance on an examination
- Sharing one's university username/password or using someone else's username/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 President 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 President 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.

Plagiarism

Higher education requires a greater level of self-monitoring to ensure academic integrity. Aspen University expects accuracy and integrity in coursework submitted by students. Plagiarism occurs when students intentionally or unintentionally use work that describes concepts, structures, words, or anything else from another source without giving due credit to the original source. Forms of plagiarism include, but are not limited to, submitting bought, shared, or borrowed work; resubmitting prior assignments as original work in a current course; or copying and pasting directly from source material. All coursework submitted by a student must represent original work produced by that student. All sources used within an assignment must be documented through acceptable references and citations and the extent to which the sources have been used must be apparent to the faculty.

Faculty are responsible for reviewing the student's submission for potential plagiarism through Turnitin reports for a 20% or higher similarity rate and reporting for a potential code of conduct violation. Aspen considers a similarity index of up to 20% acceptable, as this threshold ensures a balance between originality and the proper use of sources, accounting for technical terms, direct quotes, and exact citations. Templates, copied assignment directions, literature reviews, etc., have the potential to drive the similarity index above 20%. Students should be aware that plagiarism violation procedures will still be followed should they withdraw from the course in which the report of suspected plagiarism occurred. Consequences for plagiarism may include warnings, reflective activities, assignment failure, course failure, reversal of final course grades, revocation of credits and degrees, and/or dismissal from the University.

Responsible Use of Artificial Intelligence

The use of artificial intelligence (AI) assistance in producing course assignments is on the rise at Aspen University and in higher education institutions across the country. These platforms, like Open AI's ChatGPT, Google's Bard, and numerous others, are state-of-the-art large language models that can be used to write human-like text and computer code, produce marketing campaigns, answer statistical problem sets, create videos and PowerPoints, etc. Aspen University is committed to teaching the responsible use of this socio-technological phenomenon as it reflects one of our University Mission-Based Outcomes: Technology Literacy. One component of

this expected outcome is that students can “access and use information ethically and legally,” skills that students can take into the workforce. The responsible use of AI technology in creating assignments is an opportunity to reflect this outcome.

The responsible use of AI technology is described below. If students choose to use artificial intelligence to craft any university course requirement, they are expected to adhere to the following points:

- Many AI platforms have strong usage policies. For example, Open AI’s policies are found here: <https://openai.com/policies/usage-policies>. One of its disallowed usages is for fraudulent or deceptive activity including plagiarism and academic dishonesty. Students are expected to review the usage policy of any platform they are using and adhere to it.
- AI can be used to brainstorm ideas, generate rough drafts, inform text, etc. It is a means to assist learning when used ethically, and not a quick fix to get an assignment out of the way or as a strategy for producing work without learning along with it.
- Because this is a developing technology, be aware of what it might produce as misinformation.
- AI can generate what appear to be valid citations and references to other sources but those may not be real. Check all of the citations an AI platform produces to ensure they are accurate and represent real sources. Ask who said it first?
- Treat AI-generated material as any other direct quote and cite appropriately. Examples are found in this article from APA that governs Aspen’s writing style: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.
- AI technology, in and of itself, is not considered a scholarly source.

Students are responsible to produce and submit cohesive assignments and discussion question responses that demonstrate synthesized thought and an understanding of the topic and content, while supporting the work with scholarly sources and citations without plagiarizing beyond limits set by policy. Because of that, students are expected to critically review any AI-generated response before using it *carte blanche*.

Aspen’s plagiarism policy contains the following language: *Plagiarism occurs when students intentionally or unintentionally use work that describes concepts,*

structures, words, or anything else from another source without giving due credit to the original source. Forms of plagiarism include submitting bought, shared, or borrowed work and self-plagiarized work. All coursework submitted by a student must represent original work produced by that student. How do you avoid plagiarism? Any submitted assignment must be “shaped” by you, the student. This means the assignment is written in the student’s voice and continually revised for clarity, conciseness, and accuracy prior to submission. That is what makes it yours and avoids plagiarism concerns. Simply copying, pasting, and then submitting an AI-generated assignment without shaping it into your own is unethical. Such submissions will result in overly high scores for the AI-generated report in Turnitin (greater than 20%). Currently through Turnitin, this report is only available to faculty who will connect with students to discuss needed revisions resulting from the high score. Failure to make requested adjustments in a timely manner, or repeated high scores for assignments in a single course, may lead to a Code of Conduct (p. 56) or Academic Integrity (p. 46) concern.

Violations of Code of Conduct

Conduct Violation Procedure

1. Alleged student conduct violations will be reported the Dean or Director of the impacted party.
 - a) It is the responsibility of the Dean/Director to attempt to resolve the situation informally with the student.
 - b) If the situation cannot be resolved, the Dean/Director will report the violation to the University Registrar and notify the student that the incident was reported.
2. Each reported conduct issue will be reviewed by a Preliminary Code of Conduct Committee. The Preliminary Committee will include representatives from Academic Leadership and Academic Operations, as deemed appropriate by the University.
 - a) The Preliminary Committee will meet within five business days of the original report to the University Registrar.
 - b) If the Preliminary Committee determines that a violation did not occur, the student will be sent notification and/or an informal warning by the Dean/Director
 - c) If the Preliminary Committee determines that a potential violation did occur, they will

- determine if the level of violation warrants an official warning letter or if the situation should be escalated to a full Code of Conduct Committee meeting
3. If it is determined that a potential violation occurred and a meeting is warranted, the Code of Conduct Committee will be convened. Notification of the meeting will be sent to the student within five business days of the Preliminary Code of Conduct Committee's decision to escalate the potential violation. The meeting will be held within 15 business days of the Preliminary Code of Conduct Committee's escalation. The Committee will include representatives from University Academic Leadership, Academic Operations, and University Compliance, as deemed appropriate by the University.
 - a) The student will be notified by the Office of the Registrar that a Code of Conduct Committee meeting is being held. This notification will include the student's due process rights.
 - b) The student will have the option to submit their response in writing prior to the Code of Conduct Committee meeting or present their response during the meeting. Their response will then be presented to all committee members during the meeting for consideration.
 4. Written results of the Code of Conduct Committee meeting will be sent to the student and documented in the student's file within 10 business days of the meeting.
 5. Any appeals of the Code of Conduct Committee decisions will be reviewed by the Provost.
2. A second report of plagiarism will result in a Code of Conduct Committee meeting to review the violation.
 - a) The student will be notified by the Office of the Registrar that a Code of Conduct Committee meeting is being held. This notification will include the student's due process rights.
 - b) The student will have the option either to submit their response in writing before the Code of Conduct Committee meeting or to speak on their behalf during the committee meeting. If the student chooses to submit a written response, their response will then be presented to all committee members during the meeting for consideration.
 3. Written results of the Code of Conduct Committee meeting will be sent to the student and documented in the student's file within 10 business days of the meeting.
 4. Any appeals of the Code of Conduct Committee decisions will be reviewed by the Provost. The Office of the Registrar is responsible for maintaining documentation of all evidentiary records.

Complaints and Grievance Policies

Aspen University takes student complaints and grievances seriously. In most cases, it is recommended that the student discuss the issue with the primary party involved and their academic advisor to see if the issue could be resolved through another avenue, such as the Appeals process.

It is preferable to use informal means to address issues with faculty or staff members whenever possible. Students with general concerns or feedback are encouraged to submit that information via the Feedback form in their Student Portal.

If the Feedback form is not reasonable in a particular situation or does not result in an acceptable outcome, students should utilize the below formal methods to report concerns or complaints.

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. Reports of plagiarism will result in an official written notification from the Office of the Registrar via email which will include APA and plagiarism resources. The student will be contacted by their academic advisor to set up regular meetings to discuss APA and plagiarism. Students will be required to complete all available plagiarism webinars offered through D2L and submit proof of attendance to their academic advisor. The Office of the Registrar will be responsible for documenting the student plagiarism violation and keeping all evidentiary records.

| Issue | How to Report | For More Information | Primary University Contact | Discrimination or Harassment - including harassment or unfair treatment related to being a member of a protected class | Email titleix@aspen.edu | Equal Opportunity (p. 13) | Title IX Coordinator |
|---|--|---|----------------------------|---|--|----------------------------|----------------------|
| Appeals- including administrative policy appeals, financial appeals, grade appeals, and Good Academic Standing appeals | Complete appeal form and submit form, letter, and documentation. Questions can be directed to advising@aspen.edu | Appeal Policy (p. 53) | Academic Advisor | Sexual Misconduct, Harassment, or Violence- including acts involving students, staff, faculty, or other university representatives | Email titleix@aspen.edu | Title IX Statement (p. 19) | Title IX Coordinator |
| Accommodations-Related Issues- including misapplication of approved accommodations | Email accessibility@aspen.edu | Accessibility and Accommodations (p. 7) | Regulatory Specialist | All other complaints and grievances outside of the types listed above should be reported via the below processes. | | | |
| Classroom Issues- including lack of feedback on assignments or lack of communication from faculty | Email advising@aspen.edu . The Advisor will complete a Faculty Resolution Form on the student’s behalf. Final resolution will come from the faculty, program director, or dean | Faculty (p. 13) | Academic Advisor | | Complaints The subject of a complaint is an action, decision, or omission within the control or responsibility of the University’s faculty or staff that results in specific policies or procedures incorrectly applied. If resolution does not occur, students may file a formal complaint via this link: Complaint Form | | |
| Code of Conduct- including plagiarism, academic dishonesty, or conduct issues | Email advising@aspen.edu | Code of Conduct Policy (p. 54) | Academic Advisor | | Students must submit their complaint with applicable and supportive evidence within 90 days of the incident in which the complaint situation occurs. The complaint will be initially processed and sent for review within 5 days of receipt. Complaints are reviewed by the applicable school or department administrator. The student will be notified of the final resolution by either the school or department administrator within 15 days of the complaint submission. | | |
| | | | | Grievances A grievance is an unresolved complaint. The student must | | | |

demonstrate that a procedural or policy violation has occurred and that the violation caused actual harm to the student. Students may file a formal grievance via this link: [Grievance Form](#)

Upon receipt of a submitted grievance, the Grievance Committee will meet within 30 days. If additional information is required, the Committee will contact the student; if the student does not respond within 15 days of the request, the grievance will be considered abandoned. The Committee will determine if further action is needed and will work to facilitate a resolution for all parties. The student will be notified of the grievance progress and resolution throughout the process. A decision made by the Grievance Committee may be appealed to the Provost; this appeal should be submitted in writing to registrar@aspen.edu. The Provost will discuss with other leadership as appropriate and render a decision in writing within 30 days. The Provost's decision is final.

Registering a Complaint with the State

If you have a complaint that cannot be resolved exhausting the University's grievance procedure, you may contact the Arizona State Board for Private Post-Secondary Education online here, send the complaint to 1740 West Adams Street, #3008, Phoenix, AZ, 85007, or call (602) 542-5709. You may also click on the map found [here](#) if you prefer to contact your state of residence.

- Georgia residents have the right to appeal the final institutional decision to Georgia Nonpublic Postsecondary Education Commission (GNPEC).

Contact Information:

Agency: Georgia Nonpublic Postsecondary Education Commission (GNPEC)

Address: 2082 East Exchange Place, Tucker, GA 30084

Phone: (770)-414-3300

Website: <https://gnpec.georgia.gov/student-resources/complaints-against-institution>

- Iowa residents: Aspen University is registered to offer instruction to Iowans by the Iowa College Student Aid Commission. Prospective or current students with questions or complaints about Aspen University may contact the Commission at:

Contact Information:

Agency: Iowa College Student Aid Commission

Address: 475 SW Fifth Street, Suite D, Des Moines, IA 50309-4608

Toll-free Telephone: (877) 272-4456

Online Student Dispute Resolution

Request: <https://iowacollegeaid.gov/StudentComplaintForm>

- Tennessee residents who have a complaint that is not satisfactorily resolved may contact the Tennessee Higher Education Commission.

Contact Information:

Marcie Mills

Phone: 615-253-7458

Email: marcie.mills@tn.gov

Website: <https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>

- Wisconsin residents who have a complaint that is not satisfactorily resolved may contact the Wisconsin Educational Approval Department.

Contact Information:

Address: 4288 Madison Yards Way, Madison, WI 53705

Phone: (608) 266-2112, ext. 5, ext. 2

Email: DSPSEAP@wisconsin.gov

Website:

<https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx>

Registering a Complaint with an Accreditor

If you have a complaint that cannot be resolved exhausting the University's grievance procedure, you may contact DEAC online here. For nursing students, you may also contact CCNE.

Contact Information:

Address: 655 K Street, Suite 750, Washington, DC 20001

Phone: (202) 887-6791

Website: <https://www.aacnursing.org/ccne-accreditation>

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 of their last course end

date/last date of enrollment and is not on an approved Leave of Absence, the student will be administratively withdrawn (p. 49) 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 Extension Policy

If a student will not be able to successfully submit all course deliverables by the end of their course, the student may request an official extension by submitting the Course Extension Request form through their Student Portal; the course extension request must be submitted prior to the course ending. 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. This documentation should be emailed to the student's faculty immediately following the submission of the extension request.

Extensions are limited to a maximum of one extension per course, available at the end of the course. Extensions for dissertation courses are four weeks in length; extensions in all other courses are two weeks in length. 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 their 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 with course extensions are required to adhere to the Academic Progress and Participation Policy (p. 47) during their approved extension. If a student fails to demonstrate recognized academic participation for 14 consecutive days, they will be administratively withdrawn from the course.

Course Late Registration and Drop/Withdrawal Policies

Late Registration (Adding a Course After It Has Started)

Aspen University students are highly encouraged to register for all courses prior to the start date of the course. However, should a student need to register for a course after the start date, they may do so. The deadline for late registration is Week 1, Day 3 of the course. Students who are registering for a course after the start date must contact their Academic Advisor in order to complete registration.

Course Drops and Withdrawals

Course Drops (Days 1-7)

The deadline to drop from a course is Day 7. If a student wants to drop from a course, they may do so by completing the Course Withdrawal form in the Student Portal or by contacting their Academic Advisor. Course drops are processed immediately upon submission through the

Student Portal and cannot be reversed. Students who drop by Day 7 will receive a full refund and the course enrollment will not be reflected on their official transcripts. Please see the Refund Policy (p. 37) for more information. Per the Academic Progress and Participation Policy (p. 47), 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. In the event a student is administratively withdrawn from a course due to non-participation and does not otherwise provide a Course Withdrawal form, the date of determination of withdrawal is no later than 7 calendar days from the start date of the course.

Course Withdrawals (Days 8-39)

As of Day 8, students will be confirmed in their course. Students may request to withdraw from a course at any point between Day 8 and Day 39, 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. Course withdrawals are processed immediately upon submission through the Student Portal and cannot be reversed. Per the Academic Progress and Participation Policy (p. 47), if a student fails to demonstrate recognized academic participation for 14 consecutive days, they will be administratively withdrawn (p. 49) from the course. Students are subject to this policy throughout the entire course, including any officially approved course extensions.

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 between Day 8 and Day 39 of a course. The “W” is not factored into the student’s GPA calculation, but counts against their Satisfactory Academic Progress (p. 71) and for Good Academic Standing (p. 65) 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 Satisfactory Academic Progress (p. 71) and for Good Academic Standing (p. 65) 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 (p. 37). Before withdrawing from a course, please review the Satisfactory Academic Progress Policy (p. 71) and Good Academic Standing Policy (p. 65). Students that are receiving Federal Student Aid should contact the Office of Financial Aid prior to withdrawing from a course.

Course Retakes

When a previously failed course is retaken, the “W” or “WA” 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 (p. 71).

For example, if on the first attempt of a course the student was awarded a “WA”, when the student retakes the course and earns a passing grade, the “WA” from the first attempt will be changed to a “R”, representing that the student has retaken the course.

Course Retake Policy

Students may retake a course if they received a “U”, “W”, or “WA” 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. Please note that when retaking a previously passed course, the most recent attempt at the course will counted toward the student's GPA, even if the most recent attempt is a lower grade.

When a previously failed or withdrawn course is retaken, the “U”, “W”, or “WA” 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 (p. 71).

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 for Satisfactory Academic Progress (p.

71). 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 (p. 65).

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 include:

- 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.

Credit Hour Policy

Aspen University offers credit bearing programs and courses using a semester credit hour system. At Aspen University, one credit hour is defined as 15 hours of direct instruction and a minimum 30 hours of out-of-class student work for the course. This is congruent with the metric interval used by the Carnegie system, where 45 clock hours equate to one (1) credit hour.

Aspen University's definition of a credit hour is consistent with the federal regulation (CFRs 600.2 and 600.4), which defines the credit hour as “the amount of work represented, intended learning outcomes, and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

A three-credit course would require 135 hours or more of work effort. For Aspen, clock hours or seat time is calculated not by measuring the amount of time a student sits in a traditional classroom and listens to a professor, but instead it is calculated by measuring all the behaviors of the student, such as the time it takes to read pages of a

textbook or online resources each week, the time it takes to write a discussion post and reply to several peers, the time it takes to create or read presentations and multimedia resources like videos or narrated slideshows, and the time it takes to type and edit written assignments related to each learning module of course content. For every course at Aspen, the credit count equivalency to clock hours has been calculated to be certain that the Carnegie system is being followed. This is also a requirement for accreditation purposes, as well as institutional standards at Aspen that our programs will be equally comparable in credit value to all other institutions in higher education.

Independent Study

Aspen University's curriculum includes coursework that may be classified as independent study under 38 CFR § 21.4267 for purposes of the Veterans Administration. All of Aspen University's programs and their associated coursework are included in Aspen's scope of accreditation by the Distance Education Accrediting Commission.

Emergency Procedural Adaptation Policy

In the event of a natural disaster, state of emergency, or another catastrophic event, the university may need to implement temporary procedures that vary from the Catalog for a reasonable period of time. In such an event, the university shall document the procedural modifications and will provide notice to students as appropriate. The university will follow the direction and advisement of federal and state government entities, as well as regulatory and accrediting bodies, to ensure the function of the university for the continued success of our students.

Family Educational Rights and Privacy Act

Educational Record

A student's educational record is made up of records directly related to a student and maintained by the institution. These records may include, but are not limited to admissions documents, grades, attendance records, and administrative records. Educational records are stored digitally and are kept indefinitely.

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. Students are sent a notification reminding them of their FERPA rights annually in October. More information on FERPA can be found on the US Department of Education's Student Privacy Policy Office's website. (Site available in Spanish [here](#).)

FERPA PIN

Every Aspen student has a designated FERPA PIN; this PIN is viewable via the Student Portal. When speaking with an Aspen University representative, students will be asked to provide this PIN to verify their identity. If a student cannot provide their PIN, no non-directory information can be shared during the call.

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 separate written consent once a request to withhold form has been submitted. This FERPA hold will prevent the the release of all your private information, including the ability of University staff and faculty to communicate with you by phone should you need to discuss information in your record. If you have a FERPA hold in place, you will only be able to speak with University faculty and staff via the email address you have on file with the university or in person after showing a government-issued photo ID.

Please note that in these cases, the University also cannot provide any information to potential employers or other parties without the student's written consent. Students who have a FERPA hold on their account will also not appear in the commencement program.

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 content 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 students 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. 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:

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

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 who do not meet Good Academic Standing requirements after the end of their observation period will have 60 days to take remediation steps to remain in their program. Students wishing to seek remediation to remain in their program should contact their Academic Advisor. Students who do not seek remediation within this timeframe will be dismissed from the University. If dismissed, students wishing to return to their program must appeal for re-entry into the University; students should review the Appeal Policy (p. 53) for more information. Completed appeals must include an appeal form, letter of appeal, and any supporting documentation. Appeals are reviewed by members of the Good Academic Standing Appeals Committee, which includes representatives from various Student Affairs and Academic Affairs offices. Students will be notified of a decision by the Office of the Registrar via email within 30 business days of receipt of the appeal.

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, generally 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 (p. 19) 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.

At Aspen University, grades are not rounded to a whole number. Grades are carried to the second decimal place.

Proctored Assessments

Proctored assessments at Aspen University have a two-fold purpose. First, they are designed to test a student's overall knowledge of the learning goals and are administered at predetermined points during a program. Proctored assessments evaluate a student's mastery of course and program learning outcomes. These assessments include, but are not limited to, program-specific video assignments, signature assignments, and examinations. Proctored assessments are part of an integrated approach to evaluating students' overall knowledge of the program's learning goals and are administered at strategic points during a student's program.

Second, proctored assessments are used for identity verification; government-issued photo identification or other means are used to confirm student identity. Faculty check students' government-issued photo IDs to ensure enrolled students are taking the assessments and report any incidents of academic dishonesty according to Aspen University policies. This helps ensure integrity and academic honesty. The number of proctored assessments and their placement in the curriculum is determined at the program level. Students must complete the proctored assessment in full within the assigned module of the course; failing to complete the assessment may stop the student from progressing in the course and may cause the course to be failed.

By taking a proctored assessment, students are agreeing to abide by both the Academic Integrity Student Commitments (p. 46) and the requirements outlined in the assessment assignment instructions. Any violation of academic integrity during proctored assessments is addressed, following Aspen University's Code of Conduct (p. 54) policy.

Students are made aware of the proctored assessment requirements through course descriptions, syllabi, and course instructors. Aspen University is committed to providing equitable access to all students. Students with documented disabilities may request accommodations for proctored assessments, facilitated following the Office of Accessibility (p. 7) and applicable university policies.

Course Grades

Only classes attempted at Aspen University are included in the calculation of the student's GPA. GPA is calculated by multiplying credit hours by the letter grade GPA value, which produces a weighted grade value for each course. The weighted grade value total is then divided by the total course credit hours. Courses with grades of "W," "WA," "R," or "P" are not factored into the GPA calculation.

Undergraduate

| Numeric Grade Percentage | Letter Grade | GPA |
|---------------------------------|---------------------|------------|
| 94% - 100% | A | 4.000 |
| 90% - 93.99% | A- | 3.667 |
| 87% - 89.99% | B+ | 3.333 |
| 83% - 86.99% | B | 3.000 |
| 80% - 82.99% | B- | 2.667 |
| 77% - 79.99% | C+ | 2.333 |
| 73% - 76.99% | C | 2.000 |
| 70% - 72.99% | C- | 1.667 |
| 67% - 69.99% | D+ | 1.333 |
| 63% - 66.99% | D | 1.000 |
| 60% - 62.99% | D- | 0.667 |
| 59.99% or Under | U | 0.000 |

Graduate

| Numeric Grade Percentage | Letter Grade | GPA Value |
|---------------------------------|---------------------|------------------|
| 94% - 100% | A | 4.000 |
| 90% - 93.99% | A- | 3.667 |
| 87% - 89.99% | B+ | 3.333 |
| 83% - 86.99% | B | 3.000 |
| 80% - 82.99% | B- | 2.667 |
| 77% - 79.99% | C+ | 2.333 |
| 73% - 76.99% | C | 2.000 |
| 70% - 72.99% | C- | 1.667 |
| 69.99% or Under | U | 0.000 |
| Pass / Fail - P / U | * | * |

* Not counted toward the GPA calculation. P/U grades are only used for PAC799A.

Bachelor of Science in Nursing (Completion) program and RN-MSN Bridge program

- Field experience hours in N492, N493, and N496 must be documented and approved appropriately prior to course completion to successfully pass the course. The ability to complete the signature assignment is contingent on the approval documentation.

Dissertation Courses in Doctoral Programs

- Dissertation courses are graded on the graduate grading scale.
- Students who fail a dissertation course must retake the course before they can progress in their program. Students are only permitted to fail one dissertation course over the course of their program. Students who fail two dissertation courses will be automatically dismissed from their program.

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 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 Satisfactory Academic Progress (p. 71) calculations. 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 Satisfactory Academic Progress (p. 71) calculations. 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 (p. 68).

All associate’s and bachelor’s degree seeking students must successfully complete their program requirements

and earn an overall GPA of 2.0 in order to graduate (p. 68).

Graduation Requirements

Aspen University confers degrees once all academic 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 following requirements prior to degree conferral.

Credit and Program Requirements

- Completion of course requirements for program as outlined in the University Catalog at the time of acceptance.
- Students cannot use credits earned from a previously awarded degree or certificate from Aspen University to fulfill significant requirements of another degree or certificate. In the case where a student is returning for an additional degree or certificate, the maximum amount of credits may apply toward the new degree are outlined in the Readmissions Policy (p. 70).

Grade Point Requirements

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

Residency Requirements

Students must meet the minimum residency requirements as outlined below in order to graduate from Aspen University. No exceptions can be made to these residency requirements.

- Undergraduate degrees: at least 25% of the program must be completed via Aspen University coursework.
- Master's degrees: at least 50% of the program must be completed via Aspen University coursework.
 - The RN-MSN program requires at least 68% of the program to be completed via Aspen University coursework to meet residency requirements.
- Doctoral degrees: at least 85% of the program must be completed via Aspen University coursework.
 - The EdS program requires at least 50% of the program to be completed via Aspen University coursework to meet residency requirements.

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 requirements.

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 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 or credits earned at an accredited university in the United States. Applicants should contact their Enrollment Advisor for further information regarding the international transcript evaluation requirement. Transcripts not in English must be evaluated by an appropriate third party and translated into English.

International RN Licenses

For Aspen University's nursing programs, a current, unrestricted registered nursing license from the United States, a US Territory, or Canada is required. Registered nurses outside of these areas are not eligible.

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.

- An official transcript from an appropriately accredited institution in the United States or a US territory at which the student has an earned degree and where the language of instruction was English.

- An official transcript from an appropriately accredited institution in the United States or a US territory at which the student has earned at least 30 semester credits and where the language of instruction was English. Undergraduate students must have a cumulative GPA of 2.0 or higher on this transcript; graduate students must have a cumulative GPA of 3.0 or higher on this transcript.
- An official score report demonstrating that the applicant meets one of the following English testing scores:
 - Test of English as a Foreign Language (TOEFL)
 - Undergraduate Degrees: minimum score of 57 on the paper-delivered exam (TOEFL PBT) or 61 on the internet based test (iBT)
 - Master's Degrees: minimum score of 60 on the paper-delivered exam (TOEFL PBT) or 71 on the internet based test (iBT)
 - Doctoral Degrees: minimum score of 65 on the paper-delivered exam (TOEFL PBT) or 80 on the internet based test (iBT)
 - International English Language Test (IELTS)
 - Undergraduate Degrees: minimum score of 6.0
 - Master's & Doctoral Degrees: minimum score of 6.5
 - Pearson Test of English Academic Score Report
 - Undergraduate Degrees: minimum score of 44
 - Master's Degrees: minimum score of 50
 - Doctoral Degrees: minimum score of 58
 - Duolingo English Test
 - Undergraduate Degrees: minimum score of 95
 - Master's Degrees: minimum score of 100
 - Doctoral Degrees: minimum score of 105
 - 4-skill Michigan English Test (MET)
 - Undergraduate Degrees: minimum score of 53
 - Master's & Doctoral Degrees: minimum score of 55
 - Michigan Examination for the Certificate of Competency in English (ECCE)
 - Minimum score of 650/LP
 - Michigan Examination for the Certificate of Proficiency in English (ECPE)
 - Minimum score of 650/LP
 - College Board Accuplacer ESL Exam Series (must meet minimum score for all sections)
 - ESL Language Use: score of 85
 - ESL Listening: score of 80
 - ESL Reading: score of 85
 - ESL Sentence Meaning: score of 90
 - ESL Writeplacer: score of 4
 - Comprehensive Score for all exams: 350
 - Eiken English Proficiency Exam
 - Minimum grade of Pre-1
 - Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge
 - Minimum B-2 English proficiency

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 (p. 60).

Discussion Questions/Journal Entries

Students are required to submit substantive weekly initial discussion posts/journal entries and peer replies. To receive credit, initial discussion posts/journal entries and peer replies must be submitted by their respective due dates. If the student has an exceptional reason why the discussion posting/journal entry could not be submitted by the due date (i.e. death of a family member, military orders, jury duty, personal illness, or local disaster), the student can petition the instructor for an exception to the late penalty. Proof of exceptional circumstances must be submitted with the petition. For cases of these exceptional circumstances, approval is at the discretion of the faculty member.

Weekly Assignments

All weekly assignments must be submitted no later than the due date unless prior alternate approval is established with the instructor. If a student submits an assignment after the due date without having first communicated with the faculty and received alternate approval, a 10% late penalty will be deducted for each week that the assignment is late. Exceptions will only be considered in situations of extreme mitigating circumstances (military duty, hospitalization, disaster, etc.) when documentation is provided. Faculty have the ability to decide to accept and grade late work or not. Approval is at the discretion of the faculty member. This decision is not appealable to the Dean or Program Director. Students should communicate with their faculty, whenever possible, prior to the assignment due date if they are not able to meet the assignment deadline. All assignments must be submitted before the end of the course date.

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 approved, the student will need to enroll in their next course prior to the End Date of their Leave of Absence or risk being administratively withdrawn (p. 49) from the University. The maximum allowable time for a Leave of Absence is 180 days from the student's last course end date. Students who do not enroll in a course within 180 days of when their last course ended will be administratively withdrawn from the university for violating the Continuous Enrollment Policy (p. 59).

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.

Posthumous Degree Policy

Posthumous degrees may be awarded to students who have died prior to completing their degree, so long as they have met the below conditions. Posthumous degrees are meant to provide the family with an acknowledgment of their student's academic achievements. These requirements are in place to maintain the integrity of the degrees awarded by the University.

To be considered for a posthumous degree, students must have met the following:

- Have been enrolled and in Good Academic Standing at the time of death
- Have completed a significant and substantial amount of coursework as it applies to degree completion. At least 80% of all required credits for the program must be successfully completed.

Requests for posthumous degree conferral should be made to the Registrar's Office. Final approval for the awarding of posthumous degrees will be approved by the Provost.

Students who have passed away without meeting these degree requirements, but who are still in good standing, are eligible to receive a Certificate in Memoriam to honor their progress toward earning their degree.

Requests for posthumous certificates should be made to the Registrar's Office.

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 and abide by program requirements, policies, tuition, and fees at the time of readmission. To be readmitted to Aspen University

and 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. Exceptions to entrance GPA admissions requirements may be considered for those students who have already completed at least half of their program at Aspen University.

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. Students are only permitted to apply to the same degree program up to three times; after the third acceptance, if necessary, students can appeal (p. 53) to be allowed to reapply to the degree program again and resume their degree candidacy, though appeal approval is not guaranteed.

Readmission is necessary for any student who wants to resume degree candidacy after any of the following situations:

- Student initiated withdrawal from the University
- Administrative drop due to failure to follow the University's Continuous Enrollment Policy
- Administrative drop due to 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 or returning alumni who has graduated from a program is readmitted, they will be subject to the program requirements, policies, tuition, and fees in effect at the time of readmission. Students and returning alumni may need to be financially cleared before returning to the University.

Students dismissed from the University will be required to appeal (p. 53) prior to readmission; only if the student's appeal is approved can the student reapply to the university. Students should review the Appeal Policy (p. 53) for more information regarding the appeal process.

Students who are readmitted to their program will return with the same academic status (meeting Good Academic Standing or on Academic Observation) that they had prior to leaving their program. Military service members who are readmitted to their program after a period of military

service will be readmitted with the same academic status they had prior to their period of military service.

Earning an Additional Degree

Students may re-enroll with Aspen University for a second degree, so long as they remain compliant with the Simultaneous Program Enrollment (p. 71) policy. However, students may not apply a significant amount of credits earned to fulfill the requirements of another degree or certificate. In the case where a student is returning for an additional degree or certificate, the following maximum amount of credits may apply toward the new degree:

- Certificate Programs- no credits earned toward a prior Aspen degree may apply toward a certificate program
- Associate's and Bachelor's Degrees- a maximum of 30 credits from combined prior Aspen coursework and transfer credit may be applied toward the degree, with the exception of pre-approved block transfer credits
- Master's Degrees- a maximum of 18 credits from combined prior Aspen coursework and transfer credit may be applied toward the degree
- Doctoral Degrees- no credits earned toward a prior degree may apply toward a doctoral program

Students re-enrolling to earn an additional degree subject to the program requirements, policies, tuition, and fees in effect at the time of readmission. Students and returning alumni may need to be financially cleared before returning to the University.

Simultaneous Program Enrollment

Students may not be enrolled in more than one Aspen University program concurrently. Students may not earn two of the same degree (i.e. two Masters in Business Administration degrees), either concurrently or consecutively.

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 does not supersede 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) x 3] while having attempted 42 credits [(14 x 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 decide to change their program 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 change their program should speak with the 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.

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 (p. 54) 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.
- Aspen University utilizes proctored assessments in some of its courses to verify student learning outcomes and student identity. These assessments are built into the course curriculum and will require the use of video and audio to complete the assignment.
- 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.

Student Support Services

Aspen University has a commitment to the educational goals of a regional, national, and international student population. Aspen University strives to create an environment that fosters a supportive and caring learning community and the University makes every attempt to meet the needs of our diverse students through various programs designed to enhance the experience of all students.

Academic Advising

Aspen University has dedicated, advising 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 acceptance into the University. This approach provides students with an available point of contact for academic and administrative direction. The advisor assists the student with course scheduling/registration, developing a degree-completion plan, and clarifying University policies and procedures. Academic Advising resources can be found online on the Aspen's Student Success webpage. Students can reach their Academic Advisor via email at advising@aspen.edu or by scheduling an appointment with their Advisor via the link in the Student Portal.

Accessibility Services

Aspen University is committed to embracing diversity in all forms. The Office of Accessibility can help if a student requires reasonable accommodation during their coursework because of a disability, religious observations, temporary conditions, and pregnancy/postpartum status. Students seeking accommodations for coursework or who are in need of support resources can visit the Accessibility and Accommodations (p. 7) section of the Academic Catalog or view Aspen's Accessibility Services webpage. This page provides the forms and instructions for submitting reasonable accommodation requests. It also provides links to crisis centers and helplines for students experiencing a crisis situation. Students can email accessibility@aspen.edu for questions regarding accommodations.

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. Questions regarding Alumni Services can be directed to alumni@aspen.edu.

Career Services

Aspen University does not guarantee employment to any applicant as a condition of their application, acceptance, or attendance in any program. Aspen University also offers an online Career Resources site; the resources provided include job sites, resume and cover letter samples, interview tips, and utilizing social media sites. Students are also able to submit their resume to be reviewed and critiqued by the Alumni and Career Services department.

Commencement Ceremony

Aspen University holds an annual commencement ceremony. Eligible students are notified via email of the location and date of the ceremony. Visit our graduation website to learn about any upcoming events and to view programs and videos from previous commencement ceremonies.

Faculty Services

Aspen University's faculty are dedicated to providing an inclusive and supportive learning environment for our students. Our faculty webpage provides an overview of our faculty's commitments to students as well as links to peer-reviewed journal articles written by our faculty.

Financial Coaching

Aspen University's Student Finance department provides financial coaching for all new students within days of being accepted. A Student Finance team member will provide detailed information about Aspen University payment options to ensure students choose the payment method that best fits their needs. The Student Finance Office is available to communicate with students regarding financial concerns, information including processing invoices and reimbursements, and financial coaching. Students can reach Student Finances at studentfinance@aspen.edu.

Honors Society

Aspen University recognizes the extraordinarily 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 Arizona 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 a commitment to distance education and learning.

Aspen University also participates in the Sigma Theta Tau Nursing Honor Society and the National Society of Leadership and Success.

New Student Orientation

Aspen University's Academic Advisors provide individualized orientations for all new students. When registering for their first course, students will schedule a New Student Orientation through their Student Portal. During the New Student Orientation, the assigned Academic Advisor walks the student through the Brightspace D2L Classroom to help them learn to navigate the online classroom, familiarize them with course expectations, and cover important university policies and procedures.

Ordering Official Transcripts and Verifying Enrollment or Degrees Earned

Students may request official transcripts by completing an official transcript request through the National Student Clearinghouse. Students may download their unofficial transcripts via the Student Portal at any time. Students and employers can visit www.degreeverify.org to request verification of student enrollment or earned Aspen

University degrees.

Student ID Cards

Students may request a Student ID Card by emailing verifications@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. Student ID cards are mailed to the physical address the student has on file with the University.

Student Portal

Aspen University students use the Student Portal as a self-service resource center. The Student Portal provides one location for students to view their individualized program curriculum plan and payment history and financial obligations. Additionally, the Student Portal allows students to do the following:

- Schedule a New Student Orientation
- Contact their Academic Advisor
- Register for courses
- View course descriptions and textbook information
- Make payments online
- Download copies unofficial transcripts or request a copy of official transcripts
- View their financial aid award information
- Generate financial receipts
- Update contact information
- Submit feedback
- Submit student forms such as a Leave of Absence or Course Extension Request

Student Success

Aspen University offers an online Student Success website that is designed to offer students 24/7 support. Resources include departmental contact information, links to schedule an appointment with an advisor, registration help, and technical support. Additionally, Aspen University has programmatic lounges, a Student Resource Center, and a Center for Graduate Studies with student resources, located within the D2L Classroom. Students are encouraged to check out the resource videos on Aspen University's YouTube page or to follow Aspen University on Facebook,

Instagram, or LinkedIn for tips, information, and announcements.

Website

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

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 |
|---------------|---------------------------|----------------------------|---------------------------|--------------------------|
| Undergraduate | 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 the Registrar's Office. 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).

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 Arizona regulating alcohol and drug abuse and to safeguard those persons whose rights and safety are threatened by such substance abuse. 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 at one of Aspen's instructional sites, substance abuse laws in those states 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, dismissal 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

- 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.
- 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 Arizona State Law that may result arrest, community service, or a fine.
- Students are not permitted on University premises, including all locations used for educational experiences, while under the influence of alcohol.
- Campus Locations: Underage students with alcohol on their breath or other signs of intoxication will be considered in violation of state law 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 are subject to the Policy for Student Drug, Nicotine, and Alcohol Screening as outlined in the School of Nursing Pre-licensure Handbook.

Drug Use and Abuse

- 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.
- 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.
- 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.

- 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.
- Campus Locations: 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 are subject to the Policy for Student Drug, Nicotine, and Alcohol Screening as outlined in the School of Nursing Pre-licensure Handbook.

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

- 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.
- Students struggling with alcohol or substance abuse are strongly encouraged to seek counseling or other professional help.
- 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.

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. Conversions will be rounded to the nearest whole credit.

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 CGFNS or agencies certified by NACES or AICE. 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 (USDOE). 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.

Appeals of Official Transfer Credit Evaluations

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 appeal to the Office of the Registrar within 20 business days of receiving his/her evaluation. Students wishing to appeal should visit the Appeal Policy (p. 53) for more information.

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 at the discretion of the receiving institution. It is the responsibility of the student to confirm whether or not credits will be accepted by another institution.

Transfer Credit Requirements

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 (Completion 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 Master in Education programs accept a maximum of 15 transfer credits.
 - The RN to MSN programs accept a maximum of 18 credits.
- Nursing transfer credit evaluations are reviewed by the program dean or director for content equivalency.

Doctoral 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 doctoral degree program, with the following exception;
 - The Education Specialist program accepts a maximum of 15 transfer credits.
- Doctoral transfer credit evaluations are reviewed by the program dean for content equivalency
 - The DNP program is not eligible for transfer credit.

Non-Transferrable Courses

Any course that contains a proctored exam, practicum, capstone, residency, dissertation, or doctoral project is not eligible for transfer credit. This information is outlined in the individual class's course description (p. 118).

Alternative Transfer Credit

Aspen University accepts the following alternative credits. Alternative transfer credit is defined as credits earned through an organization (not a college or university) that is deemed equivalent to collegiate-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 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.

Programs in Teach-Out

Aspen University reserves the right to discontinue any of its programs. The University will make every effort to inform students of the decision to discontinue a program in a timely manner and to work with students to successfully complete their degree. Once a program is being taught out, the program will continue to be offered for a predetermined amount of time, during which the student should make every effort to complete their degree. Aspen University reserves the right to end a teach-out period early for a program if all currently enrolled students have completed their degree.

Information on Aspen University programs currently being taught out can be found below.

Bachelor of Science in Nursing (Pre-Licensure) (p. 84)

- Aspen University began its last nursing cohort at the Arizona locations on December 21, 2021. Aspen University began its last nursing cohort at the Tennessee location on April 26, 2022. Aspen University began its last nursing cohorts at the Florida and Texas locations on August 30, 2022. Students who are currently enrolled in this program must have completed all degree requirements by the teach out end date: **January 1, 2024** (Arizona), **May 6, 2024** (Tennessee), or **September 9, 2024** (Florida and Texas). **Please note:** students in this program must complete their courses with an assigned cohort. Once all current cohorts have completed a specific course, that course will no longer be offered; because of this, some courses will cease to be offered before the teach out end date.

Doctor of Nursing Practice (3-credit course program sequence) (p. 87)

- Aspen University updated this program to a new course sequence, effective February 14, 2023. Students who are currently enrolled in this old version of the program must have completed all degree requirements by the teach out end date: **December 31, 2026**

Master of Arts in Psychology and Addiction Studies (p. 88)

- Aspen University stopped accepting applications for this program on May 8, 2024. Students who are

currently enrolled in this program must have completed all degree requirements by the teach out end date: **August 13, 2026**

Bachelor of Arts in Psychology and Addiction Studies (p. 82)

- Aspen University stopped accepting applications for this program on May 8, 2024. Students who are currently enrolled in this program must have completed all degree requirements by the teach out end date: **June 17, 2027**

Historical information regarding programs that have been taught out can be found in past catalogs, posted here: <https://aspen.smartcatalogiq.com/>

Master in Business Administration (Entrepreneurship, Pharmaceutical Marketing and Management, & no specialization options) teach out ended June 1, 2022.

Master of Science in Criminal Justice (all specializations) teach out ended May 8, 2023.

Master of Science in Information Management teach out ended August 21, 2023.

Master of Science in Information Systems (all specializations) teach out ended August 21, 2023.

Master of Science in Information Technology teach out ended August 21, 2023.

Doctorate in Education Leadership and Learning (all specializations) teach out ended September 1, 2023.

Bachelor of Science in Criminal Justice (all specializations) teach out ended November 7, 2023.

Bachelor of Arts in Psychology and Addiction Studies Teach Out

Applications stopped being accepted May 8, 2024

Program Description:

This program is designed for people seeking addiction studies knowledge, and those who wish to find a career in the addiction field. **This program alone does not prepare**

students to become a licensed counselor nor does it fulfill state licensure requirements.

The mission of the Bachelor of Arts in Psychology and Addiction Studies program is to educate students in the foundations of the field of addiction studies and to prepare individuals to apply ethical reasoning and discerning critical thought, while presenting the strong communication and analytical skills needed to examine the challenging roles within the field.

Degree Requirements: 120 Credits

It is intended that Graduates of the Aspen University Bachelor of Arts in Psychology and Addiction Studies 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 addiction studies.
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 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 within communities.

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
- PAC110 - Addiction 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 Advocacy
- HCA105 - Pharmacology
- Elective Choice
- Elective Choice
- PAC201 - Child Development
- PAC240 - Helping Skills
- PAC302 - Assessment Procedures in Addiction Studies
- Social and Behavioral Sciences Choice
- PAC310 - Ethical, Legal and Professional Issues in Healthcare
- Elective Choice
- Natural and Physical Sciences Choice
- PAC320 - Psychology of Addiction
- PAC330 - Substance Abuse
- PAC405 - Child Psychology
- CJ440 - Juvenile Justice
- PAC410 - Crisis Intervention and Prevention

- PAC411 - Social Work as a Profession
- PAC414 - Child Abuse and Neglect
- PAC415 - Healthcare Ethics
- PAC420 - Group Therapy
- PAC499 - Senior Capstone

Bachelor of Science in Nursing Pre-Licensure Teach Out

As of September 19, 2022, Aspen University is not accepting new applications.

Program Specific Admissions Requirements: BSN (Pre-licensure Program)

Applicants must demonstrate the following:

- Completed Application
- High School Transcripts: An official transcript demonstrating a completed high school diploma.
 - 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. For clock hour and quarter conversions, complete credits will be rounded to the nearest whole credit.
 - If the Registrar's Office has reason to believe that a high school diploma is not valid, its authenticity will be validated through the high school listings on the particular state's department of education website.
 - Applicants who have a GED will enroll as a Continuing Education (non-degree seeking) student and complete the following courses: COM100, MAT140, BIO210, and CMP160. After completion of those credits, students with a 2.75 cumulative GPA may reapply for the BSN Pre-Licensure program.
- Official Transcripts for all previous college credit earned
 - Students must not have been dismissed from or failed out of another non-Aspen ASN, ADN, or BSN pre-licensure nursing program (or any other

program that would have led to an RN-license)

- Submission of the signed Nursing Essential Functions Form
- Criminal Background Check: Submission of a clear criminal background check through Castle Branch (varies by state; see BSN Pre-Licensure programmatic handbooks). Felony convictions prevent students from being licensed as an RN in the United States.
- Minimum GPA: a minimum cumulative GPA of 2.75 is required for all previous high school or previous undergraduate college credit. GPAs will not be rounded for admissions purposes. There are no exceptions to the minimum GPA requirement.

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, N320, and N320L. Students are not guaranteed entry to the Nursing Core. Entry to the Nursing Core additionally requires:

- Interview: interview with location Program Director or designee. Potential candidates will be asked to complete a writing assignment during the interview process.
- Minimum GPA: a minimum cumulative GPA of 3.0 is required for all Pre-Professional Nursing Coursework.
 - Successful completion of CMP160, MAT140, BIO201/L, BIO202/L, BIO210, and BIO220 with a "B" or higher
 - During the competitive ranking process, grades for individual courses, particularly science courses, may also be reviewed when necessary
 - During the competitive ranking process, the number of course withdrawals and retakes the student has had within the last five years may also be reviewed when necessary
- HESI A2: Minimum required scores for English Composite-80; Math-80; A&P-75.
 - Students must meet all required scores on the first attempt. Students who do not meet the required

scores on the first attempt will no longer be eligible to continue in the program. Students will be given the choice to program change to another program. Students who do not program change by the deadline will be administratively withdrawn from their program.

- The exams must be taken at Aspen University
- Scores from other institutions or locations are not accepted
- Criminal Background Check: Submission of a passed criminal background check (varies by state; see BSN Pre-Licensure programmatic handbooks)
- Fingerprint Clearance Card: Submission of a fingerprint clearance card (varies by state; see BSN Pre-Licensure programmatic handbooks)

Readmission into the Bachelor of Science in Nursing Pre-Licensure Program

Due to the rigors of the program and the importance of up-to-date competencies and knowledge, students who are applying for readmission to the BSN Pre-Licensure program are held to the following requirements:

- Students who have been in a closed status for 2 sessions (16-weeks) or less:
 - Students will be held to all current Pre-Professional Nursing general education requirements. The students Pre-Professional Nursing coursework will be reevaluated. The student will have to retake any Pre-Professional Nursing coursework that no longer meets the requirements in place at the time of readmission.
 - If the student had previously completed Nursing Core coursework, students will be required to take an assessment checklist for each Core course previously completed. The student will have one chance to pass the assessment checklist; if the checklist is not passed on the first try, the student will have to retake the course. All assessment checks must be completed before the student is assigned to a new nursing cohort in order to ensure the student is placed with the appropriate cohort.
- Students who have been in a closed status for more than 2 sessions (16-weeks):
 - Students will be held to all current Pre-

Professional Nursing general education requirements. The students Pre-Professional Nursing coursework will be reevaluated. The student will have to retake any Pre-Professional Nursing coursework that no longer meets the requirements in place at the time of readmission.

- If the student had previously completed Nursing Core coursework, none of those prior credits will apply. Students will apply for a new cohort upon completion of the Pre-Professional Nursing courses and restart the Nursing Core courses.

Program Description:

Aspen University's Pre-licensure BSN program provides students with opportunities to become a BSN-educated nurse and learn the essential skills needed to practice as a professional registered nurse (RN). Skills lab, clinical simulation, seminars and community-based clinical experiences anchor the curriculum.

Upon completion of their studies in this appropriately state-authorized and state Board of Nursing approved program, students are eligible to take the National Council Licensure Examination (NCLEX) in the state or territory in which they choose to practice (the NCLEX is the national registered nurse examination used by all states for potential registered nursing licensure). Students provide their state board of nursing applicable forms to the School of Nursing and Health Sciences, which completes them on behalf of the individual student, and take the exam in the state in which they choose to practice. Upon passing the NCLEX, students then work with their state Board of Nursing to finalize their professional licensure.

Degree Requirements: 120 Credits, including 14 lab credits and 855 clinical hours

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. **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. **Inter-professionalism:** Demonstrate communication and collaboration among and between healthcare professionals who are critical to delivering high quality and safe patient care. (Essential VI, VIII; UMBO 2)

Academic Schedule:

Pre-Professional Nursing (41 credits)

COM100- Introduction to Communications

MAT140- College Algebra

BIO210- Microbiology

CMP160- English Composition I

SBS105- Introduction to Psychology

HCA130- Healthcare Writing and Communications

BIO201- Anatomy and Physiology I

BIO201L- Anatomy and Physiology I Lab

SBS110- Introduction to Sociology

BIO202- Anatomy and Physiology II

BIO202L- Anatomy and Physiology II Lab

HCA205- Principles of Health and Disease

SBS120- Diversity and Culture

BIO220- Pathophysiology

SBS200- Human Development

Nursing Core (79 credits)

SEM101- Nursing Seminar 4A

N110- Foundations of Nursing Practice

N320- Introduction to Health Assessment

N320L- Introduction to Health Assessment Lab

SEM102- Nursing 4B

N340 Pharmacology in Nursing

N340L- Pharmacology in Nursing Lab

SEM103- Nursing Seminar 5A

N310A- Fundamentals of Nursing I

N310AL- Fundamentals of Nursing I Skills Lab

SEM104- Nursing Seminar 5B

N315- Professional & Legal Aspects of Nursing Practice

N310B- Fundamentals of Nursing II

N310BL- Fundamentals of Nursing II Skills Lab

SEM105- Nursing Seminar 6A

N356- Adult Health I

N356C- Adult Health I Clinical

SEM106- Nursing Seminar 6B

MAT181- Nursing Statistics

N366- Adult Health II

N366C- Adult Health II Clinical

SEM107- Nursing Seminar 7A

N325- Maternal & Child Health

N325C- Maternal & Child Health Clinical

N489 Community Health Nursing I
 N489C- Community Health Nursing I Clinical
 SEM108- Nursing Seminar 7B
 N493P- Community Health Nursing II
 N493C- Community Health Nursing II Clinical
 N300- Mental Health
 N300C- Mental Health Clinical
 SEM109- Nursing Seminar 8A
 N410- Adult Health III
 N410C- Adult Health III Clinical
 SEM110- Nursing Seminar 8B
 N415- Research/Evidence-Based Practice
 N420- Adult Health IV
 N420C- Adult Health IV Clinical
 SEM111- Nursing Seminar 9A
 N437- Healthcare Informatics
 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 lab and clinical courses as outlined in the BSN Pre-licensure Student Handbooks. Students are encouraged to review these prior to admission to the Nursing Core and again prior clinical courses within the Nursing Core.

Students are required to adhere to all policies and clinical placement directives in the Student Handbook and Academic Catalog. Since both have elements that may change periodically, students are advised to review both

often.

Prior to the first Nursing Core course, students must ensure that all required vaccinations are completed and they are prepared to provide appropriate documentation per the direction of the clinical coordination office. Clinical placements throughout the entire Nursing Core are only available to students who have met the vaccination and other requirements of Aspen's clinical partners.

Students enrolled in this program are subject to program-specific proctored exam requirements, including, but not limited to, the HESI A2, HESI content exams, NCLEX Predictor exams, Kaplan Diagnostic Exams, and mid-terms and finals. Failing one or more course-specific exams may lead to failure of the course. All are course-specific and scheduled by cohort. Students participate in the supplementary Kaplan courses throughout the program, completing them by N455B. Graduated students are advised to continue working with Kaplan and the NCLEX Coaches to assist in facilitating their successful passing of the NCLEX on the first attempt.

Aspen recognizes that, for many students, working full-time while going to school is the norm. However, the BSN Pre-licensure program is rigorous and time-consuming with its requirements. Therefore, working full-time is discouraged throughout the Nursing Core but especially in N455A/B, Transition to Professional Practice.

For BSN Pre-Licensure scholarship information, please see the scholarship page on the Aspen University website.

Doctor of Nursing Practice Teach Out

Note: Aspen University is still running an updated version of this program; the current DNP program information can be found on the Doctor of Nursing Practice (p. 99) program page. This teach out information applies to the old version of this program; Aspen University stopped accepted students into this version of the program on February 14, 2023.

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. The

program does not prepare students to obtain a state RN or APRN license. 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.

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
- DNP810 Evidence-based Practice for Quality Improvement
- DNP820 Health Policy and Advocacy
- DNP830 Global Population Health
- DNP850A Project Planning
- DNP850B Project Proposal
- DNP851A Project Implementation
- DNP851B Project Data Analysis
- DNP852A Project Manuscript
- DNP852B Project Dissemination

Master of Arts in Psychology and Addiction Studies Teach Out

Program Description:

The mission of the Master of Arts in Psychology and Addiction Studies program is to educate students in the foundations of the addiction field and associated theories,

to prepare individuals to apply ethical reasoning and discerning critical thought while presenting the strong communication and analytical skills needed to examine the challenging roles in the field. The program offers a comprehensive curriculum designed to provide students with the courses needed to gain a deeper understanding of addiction studies. The program includes fundamental theories, detailed information, guidelines, terminology, and procedures used in the addiction field.

The Master of Arts in Psychology and Addiction Studies program does not lead to professional licensure, and it neither prepares students to become licensed as a counselor nor fulfills state counseling licensure requirements.

Degree Requirements: 48 Credits

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

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

Academic Schedule

- RSH505 - Research in Practice
- ADC510 - Addiction Theories and Practice
- ADC515 - Psychology of Addiction
- ADC605 - Substance Abuse Prevention
- ADC655 - Neurobiology of Addiction
- ADC665 - Advanced Addiction Theories
- PSY530 - Advanced Helping Skills
- PSY650 - Ethics
- ADC630 - Diagnosis and Treatment of Substance Abuse Disorders
- ADC660 - Addiction and Families
- CJ545 - Drug Enforcement
- PAC610 - Psychopharmacology
- PSY540 - Clinical Supervision
- PSY620 - Psychological Interactions
- PAC799A - Addiction Studies Capstone
- PAC799B - Addiction Studies Capstone

School of Arts and Sciences

The School of Arts and Sciences offers the general education courses for undergraduate students at Aspen University. The School supports undergraduate students by providing a well-rounded foundation in the arts and sciences on which to build the balance of their studies. See undergraduate program information (p. 50) in the Academic Catalog to determine the specific general education coursework recommended or required for each undergraduate program.

School of Nursing and Health Sciences

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 bachelor's degree in health care administration gives a student the opportunity to assume administrative and support roles at any health care organization.

Degree Requirements: 120 Credits

Academic Schedule

Courses:

| | | |
|--------|--|---|
| COM100 | Introduction to Communications | 3 |
| PAC115 | Medical Terminology | 3 |
| MAT245 | Personal Finance | 3 |
| HCA100 | Contemporary Issues in Health Care | 3 |
| CMP160 | English Composition I | 3 |
| SBS105 | Introduction to Psychology | 3 |
| MAT200 | Principles of Accounting I | 3 |
| HCA110 | Insurance and Healthcare Reimbursement | 3 |
| SBS110 | Introduction to Sociology | 3 |
| HCA120 | Healthcare Information Systems | 3 |
| HUM155 | American History I | 3 |
| COM220 | Management Communication | 3 |
| NPS100 | Introductory Biology | 3 |
| HUM100 | World of Art | 3 |
| CMP170 | English Composition II | 3 |
| HCA205 | Principles of Health and Disease | 3 |
| SBS200 | Human Development | 3 |
| MAT140 | College Algebra | 3 |
| NPS195 | Study of Physical Science | 3 |
| HCA125 | Healthcare Finance | 3 |
| HCA105 | Pharmacology | 3 |
| HCA130 | Healthcare Writing and Communications | 3 |
| SBS120 | Diversity and Culture | 3 |

| | | |
|--------|---|---|
| MGT215 | Customer Relationship Management | 3 |
| HCA310 | HIPAA and Electronic Health Records | 3 |
| MGT414 | Principles of Management | 3 |
| COM140 | Managing Performance and Developing Teams | 3 |
| MGT464 | Organizational Behavior | 3 |
| MAT350 | Quantitative Methods | 3 |
| BIO210 | Microbiology | 3 |
| HCA305 | Health Perspectives and Assessment | 3 |
| HCA315 | Legal Aspects of Health Care Administration | 3 |
| HCA320 | Healthcare Policy and Economics | 3 |
| HCA405 | Medical Office Management | 3 |
| HCA410 | Healthcare Careers | 3 |
| PAC415 | Healthcare Ethics | 3 |
| BUS454 | Ethical Decision Making for Business | 3 |
| COM230 | Human Resource Management | 3 |
| MGT424 | Leadership in Organizations | 3 |
| HCA499 | Senior Capstone | 3 |

Master of Public Health

The Master of Public Health (MPH) program provides foundational knowledge for public health practice with an emphasis on what is required to be a competent public health professional. This program prepares students to actively contribute to a field of study that focuses on disease prevention, health promotion, wellness and safety through education and service. The MPH program will prepare public health leaders with skill sets required to address health challenges through the application of the core functions of public health, the creation of scholarly activities, service education, and local community-based projects.

Degree Requirements: 36 credits, including 120 internship hours

Program Learning Goals

The goals of the MPH program are to prepare public health professional and educators who emulate, demonstrate, and integrate the following characteristics and behaviors:

1. Evidence-based Approaches to Public Health:

Describe epidemiological methods, use data

collection methods and interpret results of data analysis for improvement to public health research, policy or practice

2. **Public Health & Health Care Systems:** Apply public health theory and evidence to develop and manage project, partnerships, programs and institutional strategies to reduce community and individual health risks to mitigate the impact of disease
3. **Planning & Management to Promote Health:** Describe how health systems performance is affected by various approaches to health care organization, health law, health workforce development and health care financing
4. **Policy in Public Health:** Advocate for political, social or economic policies and programs that will improve health in diverse populations
5. **Leadership:** Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision-making
6. **Communication:** Communicate culturally-appropriate public health content, both in writing and through oral presentation
7. **Interprofessional Practice:** Perform effectively on interprofessional teams
8. **Systems Thinking:** Apply systems thinking tools to public health issues

Academic Schedule

| | | | |
|---------|---|--|---|
| Courses | | | |
| MPH501 | Public Health in America | | 3 |
| MPH503 | Health Policy & Ethical Issues in Public Health | | 3 |
| MPH505 | Public Health Education & Program Oversight | | 3 |
| MPH510 | Epidemiology in Public Health | | 3 |
| MPH520 | Disaster Management & Emergency Preparedness | | 3 |
| MPH530 | Environmental Issues in Public Health | | 3 |
| MPH540 | Public Health Administration | | 3 |
| MPH550 | Health Behavior and Health Education | | 3 |
| MPH560 | Applied Biostatistics for Public Health | | 3 |

| | | |
|--------|---|---|
| MPH570 | Evidence-Based Practice in Public Health | 3 |
| MPH580 | Public Health & Health Education Internship | 3 |
| MPH590 | Public Health & Health Education Capstone | 3 |

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.

Degree Requirements: 30 Credits, including 110 field experience hours

Academic Schedule:

| | | | |
|----------|---|--|---|
| Courses: | | | |
| HUM410 | Academic Success: Strengthening Scholarly Writing | | 3 |
| N490 | Issues and Trends in Professional Nursing | | 3 |
| N491 | Concepts and Theories in Nursing | | 3 |
| CIS450 | Informatics in Healthcare | | 3 |
| N492 | Community Health Nursing I | | 3 |
| HCA320 | Healthcare Policy and Economics | | 3 |
| N493 | Community Health Nursing II | | 3 |
| N494 | Essentials of Nursing Research | | 3 |
| N495 | Health Assessment | | 3 |
| N496 | Nursing Leadership and Management | | 3 |

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 must 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 coursework that resulted in passing the NCLEX and/or receiving a RN license. It is understood these degree programs include lower-division nursing credits and general education credits. However, these 60 block credits reflect work in nursing courses only and the experience related to having the RN license.

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 and Health Sciences 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 (RN to 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 specialization 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.

With the RN to MSN Bridge program, students do not receive a BSN degree but instead progress toward graduating with an MSN in a specialty area.

Degree Requirements: 57 Credits, including 110 field experience hours and 120 practicum hours.

Academic Schedule

Courses:

| | | |
|------|---|---|
| N490 | Issues and Trends in Professional Nursing | 3 |
| N491 | Concepts and Theories in Nursing | 3 |
| N492 | Community Health Nursing I | 3 |
| N494 | Essentials of Nursing Research | 3 |
| N493 | Community Health Nursing II | 3 |
| N495 | Health Assessment | 3 |
| N496 | Nursing Leadership and Management | 3 |
| N502 | Health Care Systems | 3 |
| N522 | Modern Organizations and Health Care | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N537 | Health Care Informatics | 3 |
| N538 | Advanced Health Care Informatics | 3 |
| N542 | Health Care Finance and Economics | 3 |
| N547 | Health Care Strategic | 3 |

| | | |
|--------|---|---|
| | Management and Planning | |
| N508 | Theory and Research | 3 |
| N550 | Nursing Administration Practicum I | 3 |
| N586AM | Administration and Management Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

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 and Health Sciences 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 (RN to 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.

With the RN to MSN Bridge program, students do not receive a BSN degree but instead progress toward graduating with an MSN in a specialty area.

Degree Requirements: 57 Credits, including 110 field experience hours and 120 practicum hours.

Academic Schedule

Courses:

| | | |
|--------|---|---|
| N490 | Issues and Trends in Professional Nursing | 3 |
| N491 | Concepts and Theories in Nursing | 3 |
| N492 | Community Health Nursing I | 3 |
| N494 | Essentials of Nursing Research | 3 |
| N493 | Community Health Nursing II | 3 |
| N495 | Health Assessment | 3 |
| N496 | Nursing Leadership and Management | 3 |
| N502 | Health Care Systems | 3 |
| N560 | Forensic Nursing | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N518 | Advanced Physical Assessment | 3 |
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N510 | Advanced Pathophysiology | 3 |
| N511 | Advanced Pharmacology | 3 |
| CJ585 | Advanced Corrections | 3 |
| N564 | Advanced Forensic Nursing | 3 |
| N508 | Theory and Research | 3 |
| N586FN | Forensic Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

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 and Health Sciences 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 (RN to 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.

With the RN to MSN Bridge program, students do not receive a BSN degree but instead progress toward graduating with an MSN in a specialty area.

Degree Requirements: 57 Credits, including 110 field experience hours and 120 practicum hours.

Academic Schedule

Courses:

| | | |
|--------|---|---|
| N490 | Issues and Trends in Professional Nursing | 3 |
| N491 | Concepts and Theories in Nursing | 3 |
| N492 | Community Health Nursing I | 3 |
| N494 | Essentials of Nursing Research | 3 |
| N493 | Community Health Nursing II | 3 |
| N495 | Health Assessment | 3 |
| N496 | Nursing Leadership and Management | 3 |
| N502 | Health Care Systems | 3 |
| N537 | Health Care Informatics | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N542 | Health Care Finance and Economics | 3 |
| CIS515 | Management of Information Systems | 3 |
| CIS525 | Information Systems Strategic Planning | 3 |
| CIS605 | Customers, Markets, and Technology | 3 |
| N538 | Advanced Health Care Informatics | 3 |
| N508 | Theory and Research | 3 |
| N586IN | Informatics Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

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 and Health Sciences 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 (RN to 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 on ground, 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.

With the RN to MSN Bridge program, students do not receive a BSN degree but instead progress toward graduating with an MSN in a specialty area.

Degree Requirements: 57 Credits, including 110 field experience hours and 120 practicum hours.

Academic Schedule

Courses:

| | | |
|------|---|---|
| N490 | Issues and Trends in Professional Nursing | 3 |
| N491 | Concepts and Theories in Nursing | 3 |
| N492 | Community Health Nursing I | 3 |
| N494 | Essentials of Nursing Research | 3 |
| N493 | Community Health Nursing II | 3 |
| N495 | Health Assessment | 3 |

| | | |
|--------|---|---|
| N496 | Nursing Leadership and Management | 3 |
| N502 | Health Care Systems | 3 |
| N580 | Issues in Nursing Education | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N510 | Advanced Pathophysiology | 3 |
| N511 | Advanced Pharmacology | 3 |
| N518 | Advanced Physical Assessment | 3 |
| N582 | Teaching Strategies in Nursing Education | 3 |
| N584 | Curriculum Development, Implementation and Evaluation | 3 |
| N508 | Theory and Research | 3 |
| N586NE | Nurse Education Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

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 and Health Sciences 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 (RN to 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.

With the RN to MSN Bridge program, students do not receive a BSN degree but instead progress toward graduating with an MSN in a specialty area.

Degree Requirements: 57 Credits, including 110 field experience hours and 120 practicum hours.

Academic Schedule

Courses:

| | | |
|--------|---|---|
| N490 | Issues and Trends in Professional Nursing | 3 |
| N491 | Concepts and Theories in Nursing | 3 |
| N492 | Community Health Nursing I | 3 |
| N494 | Essentials of Nursing Research | 3 |
| N493 | Community Health Nursing II | 3 |
| N495 | Health Assessment | 3 |
| N496 | Nursing Leadership and Management | 3 |
| N502 | Health Care Systems | 3 |
| N680 | Overview of Public Health Nursing | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N518 | Advanced Physical Assessment | 3 |
| N510 | Advanced Pathophysiology | 3 |
| N511 | Advanced Pharmacology | 3 |
| N682 | School Nursing | 3 |
| N684 | Case Management and Home Health Services | 3 |
| N508 | Theory and Research | 3 |
| N586PH | Public Health Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

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

Program Description:

The mission of the Aspen University School of Nursing and Health Sciences 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 specialization 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.

Degree Requirements: 36 Credits, including 120 practicum hours

Academic Schedule

Courses:

| | | |
|------|---|---|
| N502 | Health Care Systems | 3 |
| N522 | Modern Organizations and Health Care | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N537 | Health Care Informatics | 3 |
| N538 | Advanced Health Care Informatics | 3 |
| N542 | Health Care Finance and Economics | 3 |
| N547 | Health Care Strategic Management and Planning | 3 |
| N508 | Theory and Research | 3 |

| | | |
|--------|---|---|
| N550 | Nursing Administration Practicum I | 3 |
| N586AM | Administration and Management Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

Master of Science in Nursing with a specialization in Forensic Nursing

Program Description:

The mission of the Aspen University School of Nursing and Health Sciences 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.

Degree Requirements: 36 Credits, including 120 practicum hours

Academic Schedule

Courses:

| | | |
|------|-----------------------------------|---|
| N502 | Health Care Systems | 3 |
| N560 | Forensic Nursing | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N518 | Advanced Physical Assessment | 3 |

| | | |
|--------|---|---|
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N510 | Advanced Pathophysiology | 3 |
| N511 | Advanced Pharmacology | 3 |
| CJ585 | Advanced Corrections | 3 |
| N564 | Advanced Forensic Nursing | 3 |
| N508 | Theory and Research | 3 |
| N586FN | Forensic Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

Master of Science in Nursing with a specialization in Informatics

Program Description:

The mission of the Aspen University School of Nursing and Health Sciences 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.

Degree Requirements: 36 Credits, including 120 practicum hours

Academic Schedule

Courses:

| | | |
|------|-----------------------------------|---|
| N502 | Health Care Systems | 3 |
| N537 | Health Care Informatics | 3 |
| N512 | Diverse Populations & Health Care | 3 |

| | | |
|--------|---|---|
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N542 | Health Care Finance and Economics | 3 |
| CIS515 | Management of Information Systems | 3 |
| CIS525 | Information Systems Strategic Planning | 3 |
| CIS605 | Customers, Markets, and Technology | 3 |
| N538 | Advanced Health Care Informatics | 3 |
| N508 | Theory and Research | 3 |
| N586IN | Informatics Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

Master of Science in Nursing with a specialization in Nursing Education

Program Description:

The mission of the Aspen University School of Nursing and Health Sciences 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 on ground, 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.

Degree Requirements: 36 Credits, including 120 practicum hours

Academic Schedule

Courses:

| | | |
|--------|---|---|
| N502 | Health Care Systems | 3 |
| N580 | Issues in Nursing Education | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N510 | Advanced Pathophysiology | 3 |
| N511 | Advanced Pharmacology | 3 |
| N518 | Advanced Physical Assessment | 3 |
| N582 | Teaching Strategies in Nursing Education | 3 |
| N584 | Curriculum Development, Implementation and Evaluation | 3 |
| N508 | Theory and Research | 3 |
| N586NE | Nurse Education Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

Master of Science in Nursing with a specialization in Public Health

Program Description:

The mission of the Aspen University School of Nursing and Health Sciences 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.

Degree Requirements: 36 Credits, including 120 practicum hours

Academic Schedule

Courses:

| | | |
|--------|--|---|
| N502 | Health Care Systems | 3 |
| N680 | Overview of Public Health Nursing | 3 |
| N512 | Diverse Populations & Health Care | 3 |
| N520 | Legal and Ethical Issues in Health Care | 3 |
| N518 | Advanced Physical Assessment | 3 |
| N510 | Advanced Pathophysiology | 3 |
| N511 | Advanced Pharmacology | 3 |
| N682 | School Nursing | 3 |
| N684 | Case Management and Home Health Services | 3 |
| N508 | Theory and Research | 3 |
| N586PH | Public Health Nursing Practicum | 3 |
| N599 | Nursing Capstone | 3 |

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. The program does not prepare students to obtain a state RN or APRN license. 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.

Degree Requirements: 42 Credits, including 1000 immersion hours

Please note: Aspen University updated its Doctor of Nursing Practice program to a new curriculum sequence in early 2023. Students who were accepted prior to February 14, 2023 will be required to complete different courses for degree completion. Please refer to Aspen University's Past Catalogs to see prior program completion requirements.

Academic Schedule

Courses:

| | | |
|--------|--|---|
| DNP845 | Theoretical and Scientific Underpinnings | 4 |
| DNP850 | Nursing Practice, Professionalism, and Scholarship | 4 |
| DNP855 | Organizational Leadership and Systems-Based Practice | 4 |
| DNP860 | Evidence-Based Practice for Quality Improvement | 4 |
| DNP865 | Healthcare Technologies and Informatics | 4 |
| DNP870 | Health Policy, Advocacy, and Partnerships | 4 |
| DNP875 | Population Health and Person-Centered Care | 4 |
| DNP880 | Strategic Leadership and Business Management | 4 |
| DNP885 | Strategic Planning and Financial Management | 4 |
| DNP890 | DNP Practicum | 4 |
| DNP899 | DNP Project Capstone | 2 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

School of Education

Associate of Applied Science in Early Childhood Studies

Program Description:

The associate's 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 programs, and national Head Start programs. The coursework in the associate of applied science degree can also be applied as a stepping-stone to Aspen University's bachelor's degree in Early Childhood Studies, providing all admission standards are met. This program is not designed as a teacher certification program nor does it lead to state licensure.

The Early Childhood Studies program promotes the learning and development of children in early care and educational settings, encourages application of the latest knowledge in early childhood education and child development, and provides opportunities for placement, advancement, and ongoing professional development of caregivers.

Degree Requirements: 60 Credits

Academic Schedule

Courses:

| | | |
|--------|---|---|
| COM100 | Introduction to Communications | 3 |
| ECE103 | Professionalism and Growth in the Early Childhood Field | 3 |
| MAT140 | College Algebra | 3 |
| ECE102 | Skills for Early Childhood | 3 |
| CMP160 | English Composition I | 3 |
| NPS100 | Introductory Biology | 3 |
| MAT245 | Personal Finance | 3 |
| ECE101 | Family, School and Community | 3 |
| SBS105 | Introduction to Psychology | 3 |
| SBS120 | Diversity and Culture | 3 |
| HUM100 | World of Art | 3 |
| COM220 | Management Communication | 3 |
| NPS195 | Study of Physical Science | 3 |
| HUM155 | American History I | 3 |
| CMP170 | English Composition II | 3 |
| ECE108 | Cultural and Linguistic | 3 |

| | | |
|--------|--|---|
| SBS200 | Diversity | 3 |
| MAT201 | Human Development | 3 |
| SBS110 | Principles of Accounting II | 3 |
| ECE109 | Introduction to Sociology | 3 |
| | Problem Solving in Early Childhood Studies | 3 |

Additional Information:

Applicants who hold valid and current CDA certification are eligible to receive twelve credits in lieu of the following courses: ECE101, ECE102, ECE103, & ECE108.

Bachelor of Science in Early Childhood Studies

Program Description:

The mission of the Early Childhood Studies program is to educate students whose goal is to work or advance in the fields of child care and early childhood education programs. 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 programs and child caregiver organizations. However, this program is not designed as a teacher certification program nor does it lead to state licensure.

The Early Childhood Studies program provides students with a comprehensive overview and application of the learning of young children (from birth through age eight, or third grade). Additionally, the program promotes the learning and development of children in early care and educational settings and encourages application of the latest knowledge in early childhood and child development. Successful completion of the program will enable graduates to guide a variety of early childhood settings.

Degree Requirements: 120 Credits

Academic Schedule

Courses:

| | | |
|--------|---|---|
| COM100 | Introduction to Communications | 3 |
| ECE103 | Professionalism and Growth in the Early Childhood Field | 3 |
| MAT245 | Personal Finance | 3 |

| | | |
|--------|--|---|
| ECE102 | Skills for Early Childhood | 3 |
| CMP160 | English Composition I | 3 |
| NPS100 | Introductory Biology | 3 |
| MAT140 | College Algebra | 3 |
| NPS195 | Study of Physical Science | 3 |
| ECE101 | Family, School and Community | 3 |
| SBS105 | Introduction to Psychology | 3 |
| SBS120 | Diversity and Culture | 3 |
| HUM100 | World of Art | 3 |
| COM220 | Management Communication | 3 |
| HUM155 | American History I | 3 |
| CMP170 | English Composition II | 3 |
| ECE108 | Cultural and Linguistic Diversity | 3 |
| SBS200 | Human Development | 3 |
| BIO210 | Microbiology | 3 |
| MAT200 | Principles of Accounting I | 3 |
| MGT424 | Leadership in Organizations | 3 |
| COM230 | Human Resource Management | 3 |
| MAT350 | Quantitative Methods | 3 |
| COM140 | Managing Performance and Developing Teams | 3 |
| ECE302 | Children with Exceptionalities | 3 |
| ECE407 | Infant and Toddler Mental Health | 3 |
| ECE304 | Curriculum for Young Children | 3 |
| MGT215 | Customer Relationship Management | 3 |
| ECE307 | Early Childhood Research | 3 |
| ECE303 | Language Development | 3 |
| ECE403 | Promoting Literacy in Preschool | 3 |
| ECE401 | Guiding Preschool Behavior | 3 |
| ECE402 | Strategies for Classroom Management | 3 |
| ECE400 | Play and Learning for Young Children | 3 |
| ECE406 | Quality Early Childhood Programs for Infants and Toddlers | 3 |
| ECE409 | Developmentally Appropriate Practices in Infant and Toddler Settings | 3 |
| ECE405 | Developmentally Appropriate Practices in Preschool and School Age Settings | 3 |
| ECE410 | Bridging: Assessment in Early Childhood Settings | 3 |
| ECE411 | Early Cognition and Learning I: The Preschool Years | 3 |
| ECE412 | Early Cognition and Learning | 3 |

II: The Early Years

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|--------|-----------------|---|
| ECE499 | Senior Capstone | 3 |
|--------|-----------------|---|

Additional Information:

Applicants who hold valid and current CDA certification are eligible to receive twelve credits in lieu of the following courses: ECE101, ECE102, ECE103, & a general education elective.

Bachelor of Science in Early Childhood Studies (Completion Program)

Program Description:

The mission of the Early Childhood Studies program is to educate students whose goal is to work or advance in fields of childcare and early childhood education programs. The Early Childhood Studies program provides students with a comprehensive overview and application of the learning of young children (from birth through age eight or third grade).

The Early Childhood Studies completion program is designed to benefit adults who have yet to complete an undergraduate Early Childhood degree, and who now seek to transfer accumulated undergraduate credits or an associate's degree into an accredited bachelor program. However, this program is not designed as a teacher certification program nor does it lead to state licensure.

Degree Requirements: 60 Credits

Academic Schedule**Courses:**

| | | |
|--------|--------------------------------------|---|
| SBS200 | Human Development | 3 |
| COM220 | Management Communication | 3 |
| ECE302 | Children with Exceptionalities | 3 |
| ECE407 | Infant and Toddler Mental Health | 3 |
| ECE304 | Curriculum for Young Children | 3 |
| MAT350 | Quantitative Methods | 3 |
| ECE307 | Early Childhood Research | 3 |
| ECE303 | Language Development | 3 |
| ECE403 | Promoting Literacy in Preschool | 3 |
| ECE401 | Guiding Preschool Behavior | 3 |
| ECE402 | Strategies for Classroom Management | 3 |
| ECE400 | Play and Learning for Young Children | 3 |
| ECE406 | Quality Early Childhood | 3 |

| | | |
|--------|--|---|
| | Programs for Infants and Toddlers | |
| ECE409 | Developmentally Appropriate Practices in Infant and Toddler Settings | 3 |
| ECE405 | Developmentally Appropriate Practices in Preschool and School Age Settings | 3 |
| ECE410 | Bridging: Assessment in Early Childhood Settings | 3 |
| ECE411 | Early Cognition and Learning I: The Preschool Years | 3 |
| ECE412 | Early Cognition and Learning II: The Early Years | 3 |
| MGT424 | Leadership in Organizations | 3 |
| ECE499 | Senior Capstone | 3 |

Additional Information:

Applicants who hold valid and current CDA certification are eligible to receive twelve credits in lieu of the following courses: four general education electives.

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 with a specialization in Curriculum Development and Outcomes Assessment is aligned to the professional standards in the field, the National Board for Professional Teaching Standards (NBPTS).

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 30 Credits

Academic Schedule

| | | |
|----------|---|---|
| Courses: | | |
| MED710 | Multidisciplinary Foundations of Education | 3 |
| MED730 | Curriculum Development, Implementation and Evaluation | 3 |

| | | |
|--------|---|---|
| MED700 | Integrating Technologies Across the Curriculum | 3 |
| MED720 | The Instructional Role of Assessment | 3 |
| MED740 | Ethics and Educational Law | 3 |
| MED760 | Emotional Intelligence and Academic Achievement | 3 |
| MED761 | Curriculum Mapping and Assessment Data | 3 |
| MED762 | Schools and Leadership | 3 |
| MED763 | Academic Portfolios | 3 |
| MED799 | Graduate Capstone | 3 |

Additional Information

Applicants who are high school teachers with Belleville Public Schools in New Jersey may be eligible to receive portfolio credit for MED710 and MED740 through a prior learning agreement with the school district.

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 with a specialization 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.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 30 Credits

Academic Schedule

| | | |
|----------|---|---|
| Courses: | | |
| MED710 | Multidisciplinary Foundations of Education | 3 |
| MED730 | Curriculum Development, Implementation and Evaluation | 3 |
| MED700 | Integrating Technologies | 3 |

| | | | |
|--------|---|---|--|
| | Across the Curriculum | | |
| MED720 | The Instructional Role of Assessment | 3 | |
| MED740 | Ethics and Educational Law | 3 | |
| MED750 | Introduction to Online Learning and Internet Research | 3 | |
| MED751 | Instructional Design | 3 | |
| MED752 | Multimedia for Educators | 3 | |
| MED753 | The Wired School: Emerging Technologies | 3 | |
| MED799 | Graduate Capstone | 3 | |

Additional Information

Applicants who are high school teachers with Belleville Public Schools in New Jersey may be eligible to receive portfolio credit for MED710 and MED740 through a prior learning agreement with the school district.

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 with a specialization 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.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 30 Credits

Academic Schedule

| | | | |
|----------|---|---|--|
| Courses: | | | |
| MED710 | Multidisciplinary Foundations of Education | 3 | |
| MED730 | Curriculum Development, Implementation and Evaluation | 3 | |
| MED700 | Integrating Technologies | 3 | |

| | | | |
|--------|--|---|--|
| | Across the Curriculum | | |
| MED720 | The Instructional Role of Assessment | 3 | |
| MED740 | Ethics and Educational Law | 3 | |
| EDU500 | Critical Issues in eLearning Paradigms | 3 | |
| EDU505 | Developing Community and Student Engagement in Online Contexts | 3 | |
| EDU510 | Designing High Impact eLearning Environments | 3 | |
| EDU515 | Pedagogical Tools for eLearning | 3 | |

CAP799

Additional Information

Applicants who are high school teachers with Belleville Public Schools in New Jersey may be eligible to receive portfolio credit for MED710 and MED740 through a prior learning agreement with the school district.

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 with a specialization in Transformational Leadership is aligned to the professional standards in the field, the National Board for Professional Teaching Standards (NBPTS).

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 30 Credits

Academic Schedule

| | | | |
|----------|---|---|--|
| Courses: | | | |
| MED710 | Multidisciplinary Foundations of Education | 3 | |
| MED730 | Curriculum Development, Implementation and Evaluation | 3 | |
| MED700 | Integrating Technologies Across the Curriculum | 3 | |

| | | | | | |
|--------|---|---|--------|--|---|
| MED720 | The Instructional Role of Assessment | 3 | RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| MED740 | Ethics and Educational Law | 3 | EDD832 | Human Potential and Motivation | 3 |
| MED780 | Leadership Basics | 3 | EDN810 | The Nature of Health Care Organizations and Systems | 3 |
| MED781 | Educational Innovation | 3 | EDN812 | Legal and Ethical Issues in Health Care Administration | 3 |
| MED782 | Shaping School and Community Cultures | 3 | EDD834 | Creating Strategic Change That Lasts | 3 |
| MED783 | Communicating and Framing Leadership Issues and Decisions | 3 | RSH910 | Research Design and Methodology | 3 |
| MED799 | Graduate Capstone | 3 | EDD836 | Project Management Techniques | 3 |

Additional Information

Applicants who are high school teachers with Belleville Public Schools in New Jersey may be eligible to receive portfolio credit for MED710 and MED740 through a prior learning agreement with the school district.

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.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 60 Credits, including doctoral residency requirements in RSH900 and RSH912

Academic Schedule

| | | |
|----------|-------------------|---|
| Courses: | | |
| EDD830 | Leadership Theory | 3 |

| | | |
|--------|--|---|
| RSH912 | Introduction to the Dissertation | 3 |
| EDN814 | Nursing Accreditation and Advocacy in the Profession | 3 |
| EDD838 | Building Successful Organizations that Endure | 3 |
| RSH914 | Techniques and Interpretation for Statistical Analysis | 3 |
| EDN816 | Financial Management in Healthcare Environments | 3 |
| EDN818 | Innovation and Technology in Health Care | 3 |
| RSH916 | Problem-Based Research in Action | 3 |
| EDN820 | Evidence-Based Practice and Quality Improvement | 3 |
| EDD820 | Dissertation I: Dissertation Committee Selection and Research Proposal | 3 |
| EDD821 | Dissertation II: Literature Review, Methodology, and IRB Process | 3 |
| EDD822 | Dissertation III: Research and Results | 3 |
| EDD823 | Dissertation IV: Conclusions, Oral Defense, and Publication | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

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.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 60 Credits, including doctoral residency requirements in RSH900 and RSH912

Academic Schedule

Courses:

| | | |
|--------|--|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| EDD832 | Human Potential and Motivation | 3 |
| EDH810 | Historical and Legal Perspectives in Higher Education | 3 |
| EDH812 | Student Affairs and Development in Higher Education | 3 |
| EDD834 | Creating Strategic Change That Lasts | 3 |
| RSH910 | Research Design and Methodology | 3 |
| EDD836 | Project Management Techniques | 3 |
| RSH912 | Introduction to the Dissertation | 3 |
| EDH814 | Accountability and Accreditation | 3 |
| EDD838 | Building Successful Organizations that Endure | 3 |
| RSH914 | Techniques and Interpretation for Statistical Analysis | 3 |
| EDH816 | Strategic Planning | 3 |
| EDH818 | Financial Management and | 3 |

| | | |
|--------|--|---|
| RSH916 | Enrollment Development Problem-Based Research in Action | 3 |
| EDH820 | Building Scholarship and Organizational Governance | 3 |
| EDD820 | Dissertation I: Dissertation Committee Selection and Research Proposal | 3 |
| EDD821 | Dissertation II: Literature Review, Methodology, and IRB Process | 3 |
| EDD822 | Dissertation III: Research and Results | 3 |
| EDD823 | Dissertation IV: Conclusions, Oral Defense, and Publication | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

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.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 60 Credits, including doctoral residency requirements in RSH900 and RSH912

Academic Schedule

Courses:

| | | |
|--------|--|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| EDD832 | Human Potential and Motivation | 3 |
| EDD815 | Psychology of Education | 3 |
| EDD805 | Educational Leadership and Organizational Behavior | 3 |
| EDD834 | Creating Strategic Change That Lasts | 3 |
| RSH910 | Research Design and Methodology | 3 |
| EDD836 | Project Management Techniques | 3 |
| RSH912 | Introduction to the Dissertation | 3 |
| EDD807 | Law, Policy, and Practice in Education | 3 |
| EDD838 | Building Successful Organizations that Endure | 3 |
| RSH914 | Techniques and Interpretation for Statistical Analysis | 3 |
| EDD818 | Continuous Improvement in Education | 3 |
| EDD811 | Technology in Education | 3 |
| RSH916 | Problem-Based Research in Action | 3 |
| EDD816 | Faculty Development | 3 |
| EDD820 | Dissertation I: Dissertation Committee Selection and Research Proposal | 3 |
| EDD821 | Dissertation II: Literature Review, Methodology, and IRB Process | 3 |
| EDD822 | Dissertation III: Research and Results | 3 |
| EDD823 | Dissertation IV: Conclusions, Oral Defense, and Publication | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

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.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 60 Credits, including doctoral residency requirements in RSH900 and RSH912

Academic Schedule

Courses:

| | | |
|--------|---|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| EDD832 | Human Potential and Motivation | 3 |
| EDO810 | Organizational Theory | 3 |
| EDO812 | Innovation and Entrepreneurship | 3 |
| EDD834 | Creating Strategic Change That Lasts | 3 |
| RSH910 | Research Design and Methodology | 3 |
| EDD836 | Project Management Techniques | 3 |
| RSH912 | Introduction to the Dissertation | 3 |
| EDO814 | Adult Learning Theory | 3 |
| EDD838 | Building Successful Organizations that Endure | 3 |
| RSH914 | Techniques and Interpretation for Statistical Analysis | 3 |
| EDO816 | Leading in Highly Uncertain and Rapidly Changing Environments | 3 |
| EDO818 | Leading Across Contexts and Cultures | 3 |
| RSH916 | Problem-Based Research in Action | 3 |

| | | |
|--------|--|---|
| EDO820 | Ethical Issues in Leading Organizations | 3 |
| EDD820 | Dissertation I: Dissertation Committee Selection and Research Proposal | 3 |
| EDD821 | Dissertation II: Literature Review, Methodology, and IRB Process | 3 |
| EDD822 | Dissertation III: Research and Results | 3 |
| EDD823 | Dissertation IV: Conclusions, Oral Defense, and Publication | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

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.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 60 Credits, including doctoral residency requirements in RSH900 and RSH912

Academic Schedule

Courses:

| | | |
|--------|------------------------------|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry | 3 |

| | | |
|--------|--|---|
| EDD832 | into Research Human Potential and Motivation | 3 |
| EDP810 | The Psychology of Leadership | 3 |
| EDP812 | Foundations of Industrial and Organizational Psychology | 3 |
| EDD834 | Creating Strategic Change That Lasts | 3 |
| RSH910 | Research Design and Methodology | 3 |
| EDD836 | Project Management Techniques | 3 |
| RSH912 | Introduction to the Dissertation | 3 |
| EDP814 | The Social Psychology of Groups | 3 |
| EDD838 | Building Successful Organizations that Endure | 3 |
| RSH914 | Techniques and Interpretation for Statistical Analysis | 3 |
| EDP816 | Cultural Perspectives in Psychology | 3 |
| EDP818 | Cognitive and Affective Principles in Psychology | 3 |
| RSH916 | Problem-Based Research in Action | 3 |
| EDP820 | Ethics and Professional Standards in Psychology | 3 |
| EDD820 | Dissertation I: Dissertation Committee Selection and Research Proposal | 3 |
| EDD821 | Dissertation II: Literature Review, Methodology, and IRB Process | 3 |
| EDD822 | Dissertation III: Research and Results | 3 |
| EDD823 | Dissertation IV: Conclusions, Oral Defense, and Publication | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

Education Specialist with a specialization in Health Care Administration

The Education Specialist (EdS) program at Aspen University is an innovative, specialized program that offers a focused curriculum, which connects theoretical underpinnings to the application of new knowledge in real-world settings. This program aims to benefit professionals from a variety of disciplines and seeks to build skills in a

range of areas related to culturally responsive leadership that results in highly effective outcomes. Through Aspen University's online model of both independent work blended with collaboration, students investigate concepts and practice building their skills in leadership, administration, and transformative change. This EdS degree will allow learners to develop the expertise to effectively lead an organization, understand the dynamics impacting the creation of an enduring and effective strategic plan, and lead positive organizational change around current policy and critical issues.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 33 credits

Academic Schedule

| Courses | | |
|---------|--|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| EDD832 | Human Potential and Motivation | 3 |
| EDD834 | Creating Strategic Change That Lasts | 3 |
| RSH910 | Research Design and Methodology | 3 |
| EDN810 | The Nature of Health Care Organizations and Systems | 3 |
| EDN812 | Legal and Ethical Issues in Health Care Administration | 3 |
| EDN814 | Nursing Accreditation and Advocacy in the Profession | 3 |
| EDN816 | Financial Management in Healthcare Environments | 3 |
| EDN818 | Innovation and Technology in Health Care | 3 |
| RSH916 | Problem-Based Research in Action | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

Education Specialist with a specialization in Higher Education Leadership

The Education Specialist (EdS) program at Aspen University is an innovative, specialized program that offers a focused curriculum, which connects theoretical underpinnings to the application of new knowledge in real-world settings. This program aims to benefit professionals from a variety of disciplines and seeks to build skills in a range of areas related to culturally responsive leadership that results in highly effective outcomes. Through Aspen University's online model of both independent work blended with collaboration, students investigate concepts and practice building their skills in leadership, administration, and transformative change. This EdS degree will allow learners to develop the expertise to effectively lead an organization, understand the dynamics impacting the creation of an enduring and effective strategic plan, and lead positive organizational change around current policy and critical issues.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 33 credits

Academic Schedule

| Courses | | |
|---------|---|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| EDD832 | Human Potential and Motivation | 3 |
| EDD834 | Creating Strategic Change That Lasts | 3 |
| RSH910 | Research Design and Methodology | 3 |
| EDH810 | Historical and Legal Perspectives in Higher Education | 3 |
| EDH812 | Student Affairs and Development in Higher Education | 3 |
| EDH814 | Accountability and Accreditation | 3 |
| EDH816 | Strategic Planning | 3 |
| EDH818 | Financial Management and Enrollment Development | 3 |

| | | |
|--------|----------------------------------|---|
| RSH916 | Problem-Based Research in Action | 3 |
|--------|----------------------------------|---|

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

Education Specialist with a specialization in K-12 Educational Leadership

The Education Specialist (EdS) program at Aspen University is an innovative, specialized program that offers a focused curriculum, which connects theoretical underpinnings to the application of new knowledge in real-world settings. This program aims to benefit professionals from a variety of disciplines and seeks to build skills in a range of areas related to culturally responsive leadership that results in highly effective outcomes. Through Aspen University’s online model of both independent work blended with collaboration, students investigate concepts and practice building their skills in leadership, administration, and transformative change. This EdS degree will allow learners to develop the expertise to effectively lead an organization, understand the dynamics impacting the creation of an enduring and effective strategic plan, and lead positive organizational change around current policy and critical issues.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 33 credits

Academic Schedule

Courses

| | | |
|--------|--|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| EDD832 | Human Potential and Motivation | 3 |
| EDD834 | Creating Strategic Change That Lasts | 3 |
| RSH910 | Research Design and Methodology | 3 |
| EDD815 | Psychology of Education | 3 |
| EDD805 | Educational Leadership and Organizational Behavior | 3 |
| EDD807 | Law, Policy, and Practice in | 3 |

| | | |
|--------|--|---|
| EDD818 | Education Continuous Improvement in Education | 3 |
| EDD811 | Technology in Education | 3 |
| RSH916 | Problem-Based Research in Action | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

Education Specialist with a specialization in Organizational Leadership

The Education Specialist (EdS) program at Aspen University is an innovative, specialized program that offers a focused curriculum, which connects theoretical underpinnings to the application of new knowledge in real-world settings. This program aims to benefit professionals from a variety of disciplines and seeks to build skills in a range of areas related to culturally responsive leadership that results in highly effective outcomes. Through Aspen University’s online model of both independent work blended with collaboration, students investigate concepts and practice building their skills in leadership, administration, and transformative change. This EdS degree will allow learners to develop the expertise to effectively lead an organization, understand the dynamics impacting the creation of an enduring and effective strategic plan, and lead positive organizational change around current policy and critical issues.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 33 credits

Academic Schedule

Courses

| | | |
|--------|--|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| EDD832 | Human Potential and Motivation | 3 |
| EDD834 | Creating Strategic Change That Lasts | 3 |
| RSH910 | Research Design and Methodology | 3 |

| | | | | | |
|--------|---|---|--------|---|---|
| EDO810 | Organizational Theory | 3 | | | |
| EDO812 | Innovation and Entrepreneurship | 3 | EDD834 | Motivation Creating Strategic Change That Lasts | 3 |
| EDO814 | Adult Learning Theory | 3 | RSH910 | Research Design and Methodology | 3 |
| EDO816 | Leading in Highly Uncertain and Rapidly Changing Environments | 3 | EDP810 | The Psychology of Leadership | 3 |
| EDO818 | Leading Across Contexts and Cultures | 3 | EDP812 | Foundations of Industrial and Organizational Psychology | 3 |
| RSH916 | Problem-Based Research in Action | 3 | EDP814 | The Social Psychology of Groups | 3 |
| | | | EDP816 | Cultural Perspectives in Psychology | 3 |
| | | | EDP818 | Cognitive and Affective Principles in Psychology | 3 |
| | | | RSH916 | Problem-Based Research in Action | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

Education Specialist with a specialization in Organizational Psychology

The Education Specialist (EdS) program at Aspen University is an innovative, specialized program that offers a focused curriculum, which connects theoretical underpinnings to the application of new knowledge in real-world settings. This program aims to benefit professionals from a variety of disciplines and seeks to build skills in a range of areas related to culturally responsive leadership that results in highly effective outcomes. Through Aspen University's online model of both independent work blended with collaboration, students investigate concepts and practice building their skills in leadership, administration, and transformative change. This EdS degree will allow learners to develop the expertise to effectively lead an organization, understand the dynamics impacting the creation of an enduring and effective strategic plan, and lead positive organizational change around current policy and critical issues.

This program is not designed as a teacher certification program, and different states and municipalities often have specific requirements concerning different appropriate degree programs. Depending on your goals for this program, please check with your local and state regulatory requirements for teacher certification.

Degree Requirements: 33 credits

Academic Schedule

Courses

| | | |
|--------|--|---|
| EDD830 | Leadership Theory | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |
| EDD832 | Human Potential and | 3 |

Additional Information

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

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

Courses:

| | | |
|--------|--|---|
| EDU500 | Critical Issues in eLearning Paradigms | 3 |
| EDU505 | Developing Community and Student Engagement in Online Contexts | 3 |
| EDU510 | Designing High Impact eLearning Environments | 3 |
| EDU515 | Pedagogical Tools for eLearning | 3 |
| EDU520 | Adult Learning and the Digital World | 3 |

School of Business and Technology

Bachelor of Science in Business Administration

Program Description:

The Bachelor of Science in Business Administration 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.

Degree Requirements: 120 Credits

Academic Schedule

Courses:

| | | |
|--------|---|---|
| COM100 | Introduction to Communications | 3 |
| BUS210 | Business Fundamentals | 3 |
| CMP160 | English Composition I | 3 |
| SBS105 | Introduction to Psychology | 3 |
| MAT140 | College Algebra | 3 |
| BUS320 | Principles of Marketing | 3 |
| CMP170 | English Composition II | 3 |
| HUM100 | World of Art | 3 |
| NPS100 | Introductory Biology | 3 |
| COM220 | Management Communication | 3 |
| MAT200 | Principles of Accounting I | 3 |
| SBS120 | Diversity and Culture | 3 |
| MAT350 | Quantitative Methods | 3 |
| NPS195 | Study of Physical Science | 3 |
| BIO210 | Microbiology | 3 |
| MAT201 | Principles of Accounting II | 3 |
| CIS315 | Business Information Systems | 3 |
| SBS200 | Human Development | 3 |
| COM230 | Human Resource Management | 3 |
| BUS305 | Business Research and Communications | 3 |
| MGT414 | Principles of Management | 3 |
| COM140 | Managing Performance and Developing Teams | 3 |
| MAT245 | Personal Finance | 3 |
| BUS225 | Legal Environment of Business | 3 |

| | | |
|--------|--------------------------------------|---|
| SBS210 | Principles of Macroeconomics | 3 |
| HUM155 | American History I | 3 |
| MGT424 | Leadership in Organizations | 3 |
| BUS484 | Entrepreneurship | 3 |
| SBS211 | Principles of Microeconomics | 3 |
| CIS490 | Introduction to eBusiness | 3 |
| MAT444 | Finance for Managers | 3 |
| MGT240 | Operations Management | 3 |
| MGT474 | Fundamentals of Project Management | 3 |
| CIS434 | Internet Marketing | 3 |
| MGT215 | Customer Relationship Management | 3 |
| BUS495 | International Business | 3 |
| MGT464 | Organizational Behavior | 3 |
| BUS454 | Ethical Decision Making for Business | 3 |
| MGT494 | Strategic Management | 3 |
| BUS499 | Senior Capstone | 3 |

Additional Information:

Applicants who hold valid and current PMP® certification are eligible to receive three credits in lieu of the following course: MGT474 Fundamentals of Project Management.

Bachelor of Science in Business Administration, (Completion Program)

Program Description:

The Bachelor of Science in Business Administration 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.

Degree Requirements: 60 Credits

Academic Schedule

Courses:

| | | |
|--------|--------------------------|---|
| BUS210 | Business Fundamentals | 3 |
| MGT414 | Principles of Management | 3 |
| BUS320 | Principles of Marketing | 3 |

| | | |
|--------|--------------------------------------|---|
| BUS305 | Business Research and Communications | 3 |
| MAT350 | Quantitative Methods | 3 |
| MGT464 | Organizational Behavior | 3 |
| MAT444 | Finance for Managers | 3 |
| BUS225 | Legal Environment of Business | 3 |
| BUS454 | Ethical Decision Making for Business | 3 |
| CIS315 | Business Information Systems | 3 |
| CIS490 | Introduction to eBusiness | 3 |
| MGT240 | Operations Management | 3 |
| MGT215 | Customer Relationship Management | 3 |
| CIS434 | Internet Marketing | 3 |
| MGT474 | Fundamentals of Project Management | 3 |
| BUS484 | Entrepreneurship | 3 |
| BUS495 | International Business | 3 |
| MGT424 | Leadership in Organizations | 3 |
| MGT494 | Strategic Management | 3 |
| BUS499 | Senior Capstone | 3 |

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 associate's degree from an accredited institution. Please note that a minimum GPA of 2.0 is required for transfer credits.

Applicants who hold valid and current PMP® certification are eligible to receive three credits in lieu of the following course: MGT474 Fundamentals of Project Management.

Master in Business Administration with a specialization in Finance

Program Description:

The Master in Business Administration with a specialization 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.

Degree Requirements: 36 Credits

Academic Schedule

Courses:

| | | |
|--------|--|---|
| MGT500 | Management | 3 |
| BUS530 | Marketing Management | 3 |
| BUS560 | Business Ethics | 3 |
| CIS685 | eBusiness | 3 |
| MGT520 | Quantitative Analysis | 3 |
| BUS510 | Managerial Accounting | 3 |
| BUS550 | Business Finance | 3 |
| BUS540 | Managerial Economics | 3 |
| BUS551 | Corporate Financial Management | 3 |
| BUS552 | Innovative Finance and Venture Capital | 3 |
| BUS553 | Global Corporate Finance | 3 |
| BUS799 | Graduate Capstone | 3 |

Master in Business Administration with a specialization in Information Management

Program Description:

Aspen University's Master in Business Administration with a 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.

Degree Requirements: 36 Credits

Academic Schedule

Courses:

| | | |
|--------|--|---|
| MGT500 | Management | 3 |
| BUS530 | Marketing Management | 3 |
| BUS560 | Business Ethics | 3 |
| CIS685 | eBusiness | 3 |
| MGT520 | Quantitative Analysis | 3 |
| BUS510 | Managerial Accounting | 3 |
| BUS550 | Business Finance | 3 |
| BUS540 | Managerial Economics | 3 |
| MGT645 | Project Management Essentials | 3 |
| CIS525 | Information Systems Strategic Planning | 3 |
| CIS545 | Emerging Technologies | 3 |

BUS799 Graduate Capstone 3

Master in Business Administration with a specialization in Project Management

Program Description:

The Master in Business Administration 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, Aspen University is approved as a Project Management Institute (PMI) Charter Registered Education Provider. Our Master in Business Administration with a 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 visit <http://www.pmi.org>.

Degree Requirements: 36 Credits

Academic Schedule

Courses:

| | | |
|--------|---|---|
| MGT500 | Management | 3 |
| BUS530 | Marketing Management | 3 |
| BUS560 | Business Ethics | 3 |
| MGT570 | Advanced Strategic Management | 3 |
| MGT520 | Quantitative Analysis | 3 |
| BUS510 | Managerial Accounting | 3 |
| BUS550 | Business Finance | 3 |
| BUS540 | Managerial Economics | 3 |
| MGT645 | Project Management Essentials | 3 |
| MGT646 | Project Management Organizational Framework | 3 |
| MGT647 | Project Management Integration Framework | 3 |
| BUS799 | Graduate Capstone | 3 |

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 Organization Framework, and MGT647 Project Management Integration Framework.

Master of Science in Technology and Innovation

Program Description:

Developing new and innovative solutions requires skills in solution-creation, a talent for assessing emerging technologies, and the ability to weave promising elements into real-world systems. We must go beyond simply replicating the old way via new technologies to forge a completely different way of working. A way that better leverages people- and system-elements to produce significantly enhanced value. Success requires not only an effective solution but enough support to lead the transformation from the old to the new. Aspen's program for Technology and Innovation provides the proper mix of technical knowledge, skills, leadership training, business insight, and change management expertise necessary to plan for and assist successful new product deployments.

Degree Requirements: 36 Credits

Academic Schedule

Courses:

| | | |
|--------|---|---|
| MGT530 | Leadership Theory and Practice | 3 |
| CIS685 | eBusiness | 3 |
| MGT645 | Project Management Essentials | 3 |
| CIS675 | Systems Design | 3 |
| CIS656 | Relational Database Design | 3 |
| CIS660 | Website Development with HTML/JavaScript | 3 |
| MGT520 | Quantitative Analysis | 3 |
| CIS545 | Emerging Technologies | 3 |
| MGT505 | Managing in an Age of Information Technology Change | 3 |
| CIS634 | Strategic Management of Technology and Innovation | 3 |
| CIS525 | Information Systems Strategic Planning | 3 |
| STI799 | Graduate Capstone | 3 |

Doctor of Science in Computer Science

Program Description:

The Doctor of Science in Computer Science 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 Doctor of Science in Computer Science 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.

Degree Requirements: 60 Credits, including doctoral residency requirements in RSH900 and RSH912

Academic Schedule

Courses:

| | | |
|--------|--|---|
| RSH906 | Technology and Innovation Management | 3 |
| RSH900 | Doctoral Writing and Inquiry into Research | 3 |

| | | |
|--------|---|---|
| DCS901 | Discrete Mathematics for Computer Scientists | 3 |
| DCS902 | Concurrent and Distributed Systems | 3 |
| RSH901 | Techniques and Interpretation for Advanced Statistical Research | 3 |
| DCS903 | System Metrics & Risk Management | 3 |
| RSH910 | Research Design and Methodology | 3 |
| DCS904 | Modern Compiler Design | 3 |
| DCS905 | Simulation and Modeling | 3 |
| DCS906 | Automata Complexity Theory | 3 |
| RSH912 | Introduction to the Dissertation | 3 |
| DCS907 | Algorithm Design | 3 |
| DCS908 | Computer Ethics | 3 |
| DCS909 | Artificial Intelligence | 3 |
| RSH916 | Problem-Based Research in Action | 3 |
| DIS995 | Dissertation I: Concept Paper and Doctoral Committee Selection | 3 |
| DIS996 | Dissertation II: Literature Review | 3 |
| DIS997 | Dissertation III: Methodology and Ethics | 3 |
| DIS998 | Dissertation IV: Research and Results | 3 |
| DIS999 | Dissertation V: Conclusion and Oral Defense | 3 |

Additional Information:

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 they have completed an OOP course in the last seven years or recent evidence or professional programming work using an OOP language, they 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.

All doctoral programs at Aspen University must be completed with 10 years of the initial date of enrollment.

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

Courses:

| | | |
|--------|---|---|
| MGT645 | Project Management Essentials | 3 |
| MGT646 | Project Management Organizational Framework | 3 |
| MGT647 | Project Management Integration Framework | 3 |

Additional Information:

As a Project Management Institute (PMI) Registered Education Provider, Aspen's Project Management program is approved by the PMI. 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

Courses

ADC-Addiction

ADC 510 - Addiction Theories and Practice (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

ADC 515 - Psychology of Addiction (3)

This graduate level course will offer students a foundational study of psychological factors associated with addiction. This course covers important material for learners to understand one facet of the roots and behaviors associated with addiction in order to better grasp the problem. 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.

Offered: Online.

ADC 605 - Substance Abuse Prevention (3)

This course is designed for students 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.

Offered: Online.

ADC 630 - Diagnosis and Treatment of Substance Abuse Disorders (3)

This 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 solution-focused model of treatment. This compact model demonstrates how to synthesize their own methodology for understanding substance abuse. The second text ensures a broader perspective on contemporary treatment models. The goal is to expose graduate learners to the greatest number of possibilities in the treatment environment. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

ADC 655 - Neurobiology of Addiction (3)

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.

Offered: Online.

ADC 660 - Addiction and Families (3)

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

that 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 supporting addicts and their families that is based on years of clinical experience.

Offered: Online.

ADC 665 - Advanced Addiction Theories (3)

This course addresses knowledge, skills, and attitudes in addiction studies. 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.

Offered: Online.

BIO-Biology

BIO 201 - Anatomy and Physiology I (3)

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.

Corequisite: BIO201L. Offered: Online.

BIO 201L - Anatomy and Physiology I- Lab (1)

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.

Corequisite: BIO201. Offered: Online.

BIO 202 - Anatomy and Physiology II (3)

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.

Prerequisite: BIO201. Corequisite: BIO202L. Offered: Online.

BIO 202L - Anatomy and Physiology II- Lab (1)

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.

Prerequisite: BIO201. Corequisite: BIO202. Offered: Online.

BIO 210 - Microbiology (3)

This course covers principles of microbiology with emphasis on microbial anatomy, microbial disease, and disease prevention and treatment. 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. A lab component is included within the course.

Offered: Online.

BUS-Business

BUS 210 - Business Fundamentals (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

BUS 225 - Legal Environment of Business (3)

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.

Offered: Online.

BUS 305 - Business Research and Communications (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

BUS 320 - Principles of Marketing (3)

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.

Offered: Online.

BUS 454 - Ethical Decision Making for Business (3)

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.

Offered: Online.

BUS 484 - Entrepreneurship (3)

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.

Offered: Online.

BUS 495 - International Business (3)

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.

Offered: Online.

BUS 499 - Senior Capstone (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

BUS 510 - Managerial Accounting (3)

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.

Offered: Online.

BUS 530 - Marketing Management (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

BUS 532 - Healthcare Marketing (3)

Marketing is now recognized as a functional discipline that plays a key role in the management of healthcare organizations. This course examines the principles of marketing and their application in the healthcare industry, and focuses on how the application of marketing principles must shift, in terms of strategic application, to respond to the changing environmental forces of the healthcare marketplace. Students in this course will examine marketing case studies from a wide array of healthcare providers, healthcare systems, HMOs, physician-hospital organizations, and more. Textbook chapters cover healthcare market research, strategy, and the strategic marketing process.

Offered: Online.

BUS 540 - Managerial Economics (3)

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.

Offered: Online.

BUS 550 - Business Finance (3)

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.

Offered: Online.

BUS 551 - Corporate Financial Management (3)

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.

Offered: Online.

BUS 552 - Innovative Finance and Venture Capital (3)

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, binomial trees, and game theory.

Offered: Online.

BUS 553 - Global Corporate Finance (3)

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.

Offered: Online.

BUS 560 - Business Ethics (3)

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.

Offered: Online.

BUS 799 - Graduate Capstone (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

CIS-Computer Information Systems

CIS 315 - Business Information Systems (3)

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.

Offered: Online.

CIS 434 - Internet Marketing (3)

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.

Offered: Online.

CIS 450 - Informatics in Healthcare (3)

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.

Offered: Online.

CIS 490 - Introduction to eBusiness (3)

This is an introductory course that is based on the assumption that E-business practices are not only being used by ".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

Offered: Online.

CIS 515 - Management of Information Systems (3)

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.

Offered: Online.

CIS 525 - Information Systems Strategic Planning (3)

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.

Offered: Online.

CIS 545 - Emerging Technologies (3)

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.

Offered: Online.

CIS 605 - Customers, Markets, and Technology (3)

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.

Offered: Online.

CIS 634 - Strategic Management of Technology and Innovation (3)

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. This

course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

CIS 656 - Relational Database Design (3)

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.

Offered: Online.

CIS 660 - Website Development with HTML/JavaScript (3)

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. Xtensible 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.

Offered: Online.

CIS 675 - Systems Design (3)

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.

Offered: Online.

CIS 685 - eBusiness (3)

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.

Offered: Online.

CJ-Criminal Justice

CJ 440 - Juvenile Justice (3)

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.

Offered: Online.

CJ 545 - Drug Enforcement (3)

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.

Offered: Online.

CJ 585 - Advanced Corrections (3)

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.

Offered: Online.

CMP-Composition

CMP 160 - English Composition I (3)

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.

Offered: Online.

CMP 170 - English Composition II (3)

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.

Offered: Online.

COM-Communication

COM 100 - Introduction to Communications (3)

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.

Offered: Online.

COM 140 - Managing Performance and Developing Teams (3)

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.

Offered: Online.

COM 220 - Management Communication (3)

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.

Offered: Online.

COM 230 - Human Resource Management (3)

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.

Offered: Online.

DCS-Doctor of Science in Computer Science

DCS 900 - Logic & Programmatic Constructs (3)

This course is designed to explore the foundations and intricacies of modern logic programmatic constructs, exploring the architecture, theory, application, and new possibilities of the topic as it relates to the field of computer science. This course provides an overview of logic and programming concepts with basic concept comprehension practice through exercises and expanded programming assignments. In addition, this course requires doctoral level research and writing based on theories, current issues and applications of logic and programming.

Offered: Online.

DCS 901 - Discrete Mathematics for Computer Scientists (3)

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.

Offered: Online.

DCS 902 - Concurrent and Distributed Systems (3)

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.

Offered: Online.

DCS 903 - System Metrics & Risk Management (3)

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.

Offered: Online.

DCS 904 - Modern Compiler Design (3)

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.

Offered: Online.

DCS 905 - Simulation and Modeling (3)

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.

Offered: Online.

DCS 906 - Automata Complexity Theory (3)

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.

Offered: Online.

DCS 907 - Algorithm Design (3)

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.

Offered: Online.

DCS 908 - Computer Ethics (3)

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.

Offered: Online.

DCS 909 - Artificial Intelligence (3)

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.

Offered: Online.

DIS-Dissertation

DIS 995 - Dissertation I: Concept Paper and Doctoral Committee Selection (3)

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. This course is 16 weeks in length. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

Offered: Online.

DIS 996 - Dissertation II: Literature Review (3)

This course will focus on the second chapter of the dissertation, the Literature Review. The Doctoral student will expand on the annotated bibliography that they 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. This course is 16 weeks in length. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

Prerequisite: DIS995. Offered: Online.

DIS 997 - Dissertation III: Methodology and Ethics (3)

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. This course is 16 weeks in length. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

Prerequisite: DIS996. Offered: Online.

DIS 998 - Dissertation IV: Research and Results (3)

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. This course is 16 weeks in length. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

Prerequisite: DIS997. Offered: Online.

DIS 999 - Dissertation V: Conclusion and Oral Defense (3)

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. This course is 16 weeks in length. This course satisfies a proctored exam requirement for this program and is not eligible for transfer credit. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

Prerequisite: DIS998. Offered: Online.

DNP-Doctor of Nursing Practice

DNP 800 - Theoretical and Scientific Underpinnings (3)

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.

Offered: Online.

DNP 805 - Organizational and Systems Leadership (3)

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.

Offered: Online.

DNP 810 - Evidence-based Practice for Quality Improvement (3)

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.

Offered: Online.

DNP 820 - Health Policy and Advocacy (3)

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 satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

This course includes documentation of at least 80 hours of immersion towards the 1000 hours due during the DNP program.

Offered: Online.

DNP 825 - Health Information Management and Informatics (3)

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.

Offered: Online.

DNP 830 - Global Population Health (3)

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.

Offered: Online.

DNP 835 - Strategic Leadership and Business Management (3)

In Strategic Leadership and Business Management the student will apply systems and organizational theories for quality improvement of healthcare organizations and systems. The complex roles and responsibilities of healthcare leadership and administration will be critiqued. The student will analyze models of quality improvement and project management to lead healthcare projects based on contemporary theory and research. Models that promote interdisciplinary teamwork will be analyzed. Applying course concepts, students engage in self-evaluation to improve leadership skills.

Offered: Online.

DNP 840 - Strategic Planning and Financial Management (3)

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.

Offered: Online.

DNP 845 - Theoretical and Scientific Underpinnings (4)

This course focuses on the translation of evidence, integration, and its application to practice and learn disciplinary knowledge for advanced nursing practice. Students will examine knowledge within nursing science and its application to nursing history, practice, research, and education. Translation of theories from nursing and other disciplines related to practice will be synthesized. Foundational aspects of knowledge attainment related to liberal and social sciences will be explored.

Offered: Online.

DNP 850 - Nursing Practice, Professionalism, and Scholarship (4)

This course focuses on personal and professional development contributing to the promotion of life-long learning, self-care, and well-being. Examination of the management of complex environments where leaders demonstrate cognitive flexibility and advocacy for social justice, equity, and structural racism will be explored. Advanced leadership concepts will be integrated into cultures of collaboration, mentorship, and professional growth. Accountability of life-long learning in the profession will be using evidence-based practice explored to demonstrate a commitment to professional service to advance the nursing profession. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

DNP 850A - Project Planning (3)

This course is the foundational course of the DNP Capstone Project. During this planning phase of the Project, the student will select the topic, develop a purpose statement, problem statement and PICOT question as well as determine the Project study design that will relate to advancing nursing practice, nursing culture to improve patient care delivery or patient outcomes which will

become the basis of the evidence-based Project requirements of the DNP program. Students will also select their DNP Project Committee and 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. This course satisfies a project requirement for this program and is not eligible for transfer credit.

Prerequisites: All DNP core and specialty courses and successful completion the DNP Comprehensive Proctored Exam.

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.

Offered: Online.

DNP 850B - Project Proposal (3)

This course is the continuation of DNP850A - Project Planning. Under the direction of a Project Committee, students will frame the Project within the context of the relevant academic literature. Using this knowledge, students solidify the methodology of the Project and will complete the required CITI trainings to conduct a Project. During this course the students will complete the final draft of chapter one, 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 student will create their Project proposal presentation and verbally defend their proposal to obtain their Project Committee's approval to proceed to IRB application. At the completion of this course, students will have obtained all site-specific IRBs or permissions and formally applied for Aspen University's IRB. This course satisfies a project requirement for this program and is not eligible for transfer credit.

Prerequisite: DNP850A.

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.

Prerequisite: DNP850A. Offered: Online.

DNP 851A - Project Implementation (3)

This course is the continuation of DNP850B - Project Proposal. This course is designed to guide students through the DNP Project implementation phase. At the completion of this course, students will have completed the implementation phase of the Project. This course satisfies a project requirement for this program and is not eligible for transfer credit.

Prerequisite: DNP850B.

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.

Prerequisite: DNP850B. Offered: Online.

DNP 851B - Project Data Analysis (3)

This course enables the student to analyze the data gathered during the Project to determine how the Project's PICOT question was answered. During this evaluation phase the students will identify strengths and weaknesses of the project implementation as it relates to a broader application of the project. Students will report their findings and make recommendations as well as identify areas for future project to impact change and improvement in the health care related field. During this course the students will complete the final draft of chapter four of the DNP Capstone Project documenting their learning aligned to the Academic Quality Review guidelines for the DNP evidence-based Project. This course satisfies a project requirement for this program and is not eligible for transfer credit.

Prerequisite: DNP851A.

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.

Prerequisite: DNP851A. Offered: Online.

DNP 852A - Project Manuscript (3)

During this course the students will complete the final draft of chapter five of the DNP Capstone Project documenting their learning aligned to the Academic Quality Review guidelines for the DNP evidence-based Project. The final

manuscript is finalized and presented to the student's Project Committee for their approval. This course satisfies a project requirement for this program and is not eligible for transfer credit.

Prerequisite: DNP851B.

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.

Prerequisite: DNP851B. Offered: Online.

DNP 852B - Project Dissemination (3)

This final course of the DNP Project addresses the dissemination phase of the Project. Student will organize and facilitate a presentation and verbal defense of their Project, findings and recommendations before an audience. The student will need the full Project Committee's approval at the end of their presentation and verbal defense. Upon receiving Project Committee and Program Representative's final approval, students are able to apply for publication. Immersion hours to disseminate the DNP Project findings may also include writing a journal article, presenting a podium presentation, or creating a poster. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit. This course satisfies a project requirement for this program and is not eligible for transfer credit.

Prerequisite: DNP852A.

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.

Prerequisite: DNP852A. Offered: Online.

DNP 855 - Organizational Leadership and Systems-Based Practice (4)

This course will focus on the nurse leader, as a change champion, continually assessing the evolving healthcare system. Organizational strategic planning and interprofessional collaboration to optimize outcomes for safety and quality will be explored. The student will demonstrate strategies for internal and external solutions for organizational workforce demand, demonstrating cost-

effective, data-driven, and strategic outcomes. Leadership strategies, including emotional and cultural intelligence for advancing systems-based initiatives to improve care delivery and outcomes, will be demonstrated.

****Note:** Students will begin Chapter 1 of the manuscript focusing on creating the Introduction, Problem, and Purpose for the Doctor of Nursing Practice project. The course requires documentation of 125 immersion hours associated with the DNP Project.

Offered: Online.

DNP 860 - Evidence-Based Practice for Quality Improvement (4)

This course will focus on utilizing diverse evidence-based practice resources for quality improvement. Knowledge of the basic principles of the research process, evaluation methodologies, and critique of research is essential for the nurse scientist. Course concepts will build upon the foundation of translational research, demonstrating the generation and synthesis of evidence from nursing science into practice. This course will provide opportunities for the application of quality improvement initiatives for established and emerging principles of safety science. National quality and safety initiatives utilizing proven research within individual and systems-based settings will be explored.

****Note:** Students will begin Chapter 2 of the manuscript by creating the Literature Review. The course requires documentation of 125 immersion hours associated with the DNP Project.

Offered: Online.

DNP 865 - Healthcare Technologies and Informatics (4)

This course focuses on examining best practices for advanced informatics and technological processes used to drive decision-making. Healthcare technologies and informatics will identify information and communication technologies to improve the delivery of safe, high-quality, and efficient healthcare services. State, federal, and regulatory policies for decision-making will be explored. Ethical and legal aspects for direct and indirect patient care using technology will be emphasized. Evaluation of patient outcomes, inefficiencies, and gaps will be explored when using data-driven decision-making in healthcare environments.

****Note:** The course requires documentation of 125

immersion hours associated with the DNP Project.

Offered: Online.

DNP 870 - Health Policy, Advocacy, and Partnerships (4)

This course focuses on the evaluation, influence, and recognition of addressing health policy disparities and inequities within segments of a population by demonstrating advanced-level nursing leadership skills. Health policy, advocacy, and partnerships focus on advocating strategies related to health outcomes at the system, local, regional, and national levels striving toward health equity and improved health for all. Students will analyze principles for professional interdisciplinary collaboration when interpreting, evaluating, and leading policy change. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

****Note:** Students will begin Chapter 3 of the manuscript creating the Method/Student Design and selecting their Doctor of Nursing Practice Project Team Committee. The course requires documentation of 125 immersion hours associated with the DNP Project.

Offered: Online.

DNP 875 - Population Health and Person-Centered Care (4)

This course analyzes the continuum of healthcare delivery from public health prevention, disease management of populations, and health equity perspective. Students focus on the improvement of equitable health outcomes for populations within the community settings, public health, healthcare delivery systems, and government entities. Students will assess system-level capabilities to support and target a population's healthcare needs by recognizing ethical principles, bias, and barriers associated with health outcomes. Collaboration with systems-level stakeholders to evaluate crises and determine a coordinated response. An advanced-level nurse's role in response to public health emergencies to population health, perspective of prevention, surveillance, and containment will be assessed.

****Note:** Students are required to complete and pass the Oral Proposal Defense by the end of the course. The course requires documentation of 125 immersion hours associated with the DNP Project.

Offered: Online.

DNP 880 - Strategic Leadership and Business Management (4)

This course analyzes system-wide initiatives and processes that improve the delivery of care and outcomes within the advanced-level leadership role. Analysis of system-wide strategies that improve cost-effectiveness considering structure, leadership, and workforce needs. The student will describe models of quality improvement and effective communication and collaborative strategies needed for addressing gaps and failures in the delivery of service is a focus of this course. Evidence-based practice models and interventions for sustaining quality improvement will be analyzed. This course will focus on interprofessional collaboration working in management within complete system-level settings. Assessment and self-reflection on leadership skills will be a major focus of this course.

****Note:** Students are required to submit and obtain Aspen University IRB approval. The course requires documentation of 125 immersion hours associated with the DNP Project.

Offered: Online.

DNP 885 - Strategic Planning and Financial Management (4)

This course will focus on strategic healthcare practices for quality, access, value, budgeting, and cost-effectiveness. The student will evaluate and recommend system-wide strategies which focus on improving cost-effectiveness while assessing the organizational structure and workforce needs. Students will analyze relevant internal and external factors that drive healthcare costs, revenue and reimbursement between agency requirements and quality, fiscal, and value-based indicators. Evidence-based methodologies for the advanced level nurse related to the quality of care utilizing innovative solutions will be analyzed. Budgetary considerations, cash flow, cost to benefit analysis, and salaries are discussed in a forthright and comprehensive manner.

****Note:** Students will implement the Doctor of Nursing Practice Project within the approved immersion site. The course requires documentation of 125 immersion hours associated with the DNP Project.

Offered: Online.

DNP 890 - DNP Practicum (4)

This course will focus on the nurse as an advanced-level leader who analyzes and applies research and evaluation methodologies. Students will finalize a scholarly and academic response for Chapter 4 of the manuscript, post-project implementation, and data analysis. The course will focus on the implementation results of the DNP project. Project findings and recommendations will be reported within the manuscript. Implications for nursing practice will be integrated into practicum activities related to the Doctor of Nursing Practice Project and program outcomes. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

****Note:** Students will be required to pass the Final Proctored Exam during this course and complete Chapter 4 of the Doctor of Nursing Practice Manuscript. The course requires documentation of 125 immersion hours associated with the DNP Project.

Offered: Online.

DNP 899 - DNP Project Capstone (2)

The DNP Capstone project course will focus on finalizing the final chapter of the manuscript. The student will demonstrate clinical significance, interprofessional collaboration and scholarship, reflect on personal and professional growth, leadership development, and defend the DNP project, findings, and recommendations before their full committee. Requirements for this course will include dissemination and defense.

****Note:** Students will complete Chapter 5 during this course and successfully defend their Doctor of Nursing Practice Project before their full DNP Project Team Committee in addition to dissemination of the DNP project findings.

Offered: Online.

ECE-Early Childhood Education

ECE 101 - Family, School and Community (3)

This course explores the idea that that interacting with 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. UrieBronfenbrenner'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 development 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.

Offered: Online.

ECE 102 - Skills for Early Childhood (3)

This course prepares students to work as a professional in early childhood settings. This course introduces pedagogy designed to help early childhood students learn about themselves, provides 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.

Offered: Online.

ECE 103 - Professionalism and Growth in the Early Childhood Field (3)

This course is designed to inaugurate the students' investigation into the roles associated with early childhood, 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 studies while exploring instructional and assessment techniques appropriate for this age level. This course addresses effective early childhood strategies that focus on the whole child and are influenced by family centered practice, culture, and community.

Offered: Online.

ECE 108 - Cultural and Linguistic Diversity (3)

This course introduces strategies for addressing the needs of early childhood 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 education professionals' busy schedules, and discusses the analysis of observational data and its uses for guiding educational practices (e.g. learning activities, cooperative grouping, and parent conferences).

Offered: Online.

ECE 109 - Problem Solving in Early Childhood Studies (3)

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 guidance" 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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

ECE 302 - Children with Exceptionalities (3)

This course identifies how to modify learning activities 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 plays a major role in the development of all who serve early childhood students. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

ECE 303 - Language Development (3)

The purpose of the Language Development course is to provide early childhood professionals with a foundation of

knowledge needed to develop learning environments where language development is enhanced. This course is designed to examine effective learning activities that are appropriate for the early childhood student's motivation and development. This course reviews language acquisition assessments used to determine the early childhood student's level of progress and the appropriateness 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.

Offered: Online.

ECE 304 - Curriculum for Young Children (3)

This course was written for early childhood professionals of students from birth to 8 years of age. It was prepared in response to the need for present and future professionals to understand the role of the early childhood student's development within the curriculum. In this course, the curriculum discussed is planned for the early childhood stages. 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 learning activities.

Offered: Online.

ECE 307 - Early Childhood Research (3)

The purpose of this course is to provide students with current information for developing an integrated approach to curriculum 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 working in 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 a broad range of early childhood professionals.

Offered: Online.

ECE 400 - Play and Learning for Young Children (3)

This course examines the vital importance of play as a developmental tool, supporting all those who work in the early childhood field and who care in developing and implementing the highest quality play experiences for young children.

Offered: Online.

ECE 401 - Guiding Preschool Behavior (3)

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 professionals 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 early childhood settings on a daily basis.

Offered: Online.

ECE 402 - Strategies for Classroom Management (3)

This course explores creating and managing a developmentally appropriate early childhood settings. Topics include young children's growth and development, long-term and short-term planning, room arrangements, center ideas, and scheduling and management. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

ECE 403 - Promoting Literacy in Preschool (3)

This course focuses on how literacy develops in young children and the ways in which early childhood professionals can encourage the natural emergence of early reading and writing. This course emphasizes multicultural children's literature and introduces professionals to a variety of multicultural children's books. This course provides practical supports and strategies for early childhood professionals, 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 researchers in the field, and analyzes a variety of topics that affect the early childhood professional. This course offers an effective approach for guiding early literacy in

preschool, and is applicable to most early childhood professionals.

Offered: Online.

ECE 405 - Developmentally Appropriate Practices in Preschool and School Age Settings (3)

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 young children and children are of school age (middle childhood).

Offered: Online.

ECE 406 - Quality Early Childhood Programs for Infants and Toddlers (3)

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 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.

Offered: Online.

ECE 407 - Infant and Toddler Mental Health (3)

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.

Offered: Online.

ECE 409 - Developmentally Appropriate Practices in Infant and Toddler Settings (3)

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).

Offered: Online.

ECE 410 - Bridging: Assessment in Early Childhood Settings (3)

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.

Offered: Online.

ECE 411 - Early Cognition and Learning I: The Preschool Years (3)

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.

Offered: Online.

ECE 412 - Early Cognition and Learning II: The Early Years (3)

This course focuses on early childhood studies 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 field of early childhood. Students study nutrition, play, and the importance of creativity with a focus on practices designed to assist children with exceptionalities. 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.

Offered: Online.

ECE 499 - Senior Capstone (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

EDD-Doctor of Education

EDD 805 - Educational Leadership and Organizational Behavior (3)

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.

Offered: Online.

EDD 807 - Law, Policy, and Practice in Education (3)

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; and the rights and responsibilities of educators.

Offered: Online.

EDD 811 - Technology in Education (3)

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.

Offered: Online.

EDD 815 - Psychology of Education (3)

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.

Offered: Online.

EDD 816 - Faculty Development (3)

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.

Offered: Online.

EDD 818 - Continuous Improvement in Education (3)

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.

Offered: Online.

EDD 820 - Dissertation I: Dissertation Committee Selection and Research Proposal (3)

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. This course is 16 weeks in length. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

Offered: Online.

EDD 821 - Dissertation II: Literature Review, Methodology, and IRB Process (3)

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. This course is 16 weeks in length. This course satisfies a proctored assessment and dissertation requirement for this program and is not eligible for transfer credit.

Prerequisite: EDD820. Offered: Online.

EDD 822 - Dissertation III: Research and Results (3)

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. This course is 16 weeks in length. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

Prerequisite: EDD821. Offered: Online.

EDD 823 - Dissertation IV: Conclusions, Oral Defense, and Publication (3)

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. This course is 16 weeks in length. This course satisfies a dissertation requirement for this program and is not eligible for transfer credit.

Prerequisite: EDD822. Offered: Online.

EDD 830 - Leadership Theory (3)

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.

Offered: Online.

EDD 832 - Human Potential and Motivation (3)

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.

Offered: Online.

EDD 834 - Creating Strategic Change That Lasts (3)

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.

Offered: Online.

EDD 836 - Project Management Techniques (3)

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.

Offered: Online.

EDD 838 - Building Successful Organizations that Endure (3)

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.

Offered: Online.

EDH-Higher Education

EDH 810 - Historical and Legal Perspectives in Higher Education (3)

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.

Offered: Online.

EDH 812 - Student Affairs and Development in Higher Education (3)

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.

Offered: Online.

EDH 814 - Accountability and Accreditation (3)

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.

Offered: Online.

EDH 816 - Strategic Planning (3)

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.

Offered: Online.

EDH 818 - Financial Management and Enrollment Development (3)

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.

Offered: Online.

EDH 820 - Building Scholarship and Organizational Governance (3)

This course explores four main components of governance within higher education institutions. In higher education these include: (a) organizational governance, (b) teaching, (c) learning, and (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.

Offered: Online.

EDN-Healthcare Administration

EDN 810 - The Nature of Health Care Organizations and Systems (3)

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.

Offered: Online.

EDN 812 - Legal and Ethical Issues in Health Care Administration (3)

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.

Offered: Online.

EDN 814 - Nursing Accreditation and Advocacy in the Profession (3)

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.

Offered: Online.

EDN 816 - Financial Management in Healthcare Environments (3)

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.

Offered: Online.

EDN 818 - Innovation and Technology in Health Care (3)

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.

Offered: Online.

EDN 820 - Evidence-Based Practice and Quality Improvement (3)

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.

Offered: Online.

EDO-Organizational Leadership

EDO 810 - Organizational Theory (3)

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.

Offered: Online.

EDO 812 - Innovation and Entrepreneurship (3)

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.

Offered: Online.

EDO 814 - Adult Learning Theory (3)

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 ever-changing 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.

Offered: Online.

EDO 816 - Leading in Highly Uncertain and Rapidly Changing Environments (3)

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.

Offered: Online.

EDO 818 - Leading Across Contexts and Cultures (3)

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.

Offered: Online.

EDO 820 - Ethical Issues in Leading Organizations (3)

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?”

Offered: Online.

EDP-Organizational Psychology

EDP 810 - The Psychology of Leadership (3)

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.

Offered: Online.

EDP 812 - Foundations of Industrial and Organizational Psychology (3)

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.

Offered: Online.

EDP 814 - The Social Psychology of Groups (3)

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, finally, the Stanford Experiment.

Offered: Online.

EDP 816 - Cultural Perspectives in Psychology (3)

This doctoral level course about culture and psychology combines social psychology and cultural anthropology. Students learn the inter-connections 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.

Offered: Online.

EDP 818 - Cognitive and Affective Principles in Psychology (3)

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.

Offered: Online.

EDP 820 - Ethics and Professional Standards in Psychology (3)

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.

Offered: Online.

EDU-eLearning

EDU 500 - Critical Issues in eLearning Paradigms (3)

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.

Offered: Online.

EDU 505 - Developing Community and Student Engagement in Online Contexts (3)

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.

Offered: Online.

EDU 510 - Designing High Impact eLearning Environments (3)

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 incarnations 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.

Offered: Online.

EDU 515 - Pedagogical Tools for eLearning (3)

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.

Offered: Online.

EDU 520 - Adult Learning and the Digital World (3)

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.

Offered: Online.

HCA-Healthcare Administration

HCA 100 - Contemporary Issues in Health Care (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

HCA 105 - Pharmacology (3)

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.

Offered: Online.

HCA 110 - Insurance and Healthcare Reimbursement (3)

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.

Offered: Online.

HCA 120 - Healthcare Information Systems (3)

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.

Offered: Online.

HCA 125 - Healthcare Finance (3)

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.

Offered: Online.

HCA 130 - Healthcare Writing and Communications (3)

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.

Offered: Online.

HCA 205 - Principles of Health and Disease (3)

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.

Offered: Online.

HCA 305 - Health Perspectives and Assessment (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

HCA 310 - HIPAA and Electronic Health Records (3)

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

Offered: Online.

HCA 315 - Legal Aspects of Health Care Administration (3)

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.

Offered: Online.

HCA 320 - Healthcare Policy and Economics (3)

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.

Offered: Online.

HCA 405 - Medical Office Management (3)

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.

Offered: Online.

HCA 410 - Healthcare Careers (3)

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.

Offered: Online.

HCA 415 - Healthcare Ethics (3)

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.

Offered: Online.

HCA 499 - Senior Capstone (3)

This project-based course is designed to encourage you to draw upon the knowledge and experience that you have gained during your Health Care Administration 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 organization 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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

HUM-Humanities

HUM 100 - World of Art (3)

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.

Offered: Online.

HUM 110 - Introduction to Spanish I (3)

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.

Offered: Online.

HUM 140 - Introduction to Ethics (3)

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.

Offered: Online.

HUM 155 - American History I (3)

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.

Offered: Online.

HUM 157 - World History (3)

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.

Offered: Online.

HUM 410 - Academic Success: Strengthening Scholarly Writing (3)

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.

Offered: Online.

MAT-Mathematics**MAT 125 - Critical Thinking (3)**

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.

Offered: Online.

MAT 130 - Concepts of Fundamental Mathematics (3)

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.

Offered: Online.

MAT 140 - College Algebra (3)

College Algebra will dive deep into problem solving, algebraic reasoning, linear functions, exponential and logarithmic functions, compositions and inverses, and graphing and analyzing data. The student will develop a personal framework for problem-solving. Real-world scenarios are used throughout the course to ensure an understanding of how each concept is used in one's life. Students will create, interpret, and revise models and find solutions to problems while utilizing real-world situations.

Offered: Online.

MAT 181 - Nursing Statistics (3)

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**

Offered: Online.

MAT 200 - Principles of Accounting I (3)

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.

Offered: Online.

MAT 201 - Principles of Accounting II (3)

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.

Offered: Online.

MAT 245 - Personal Finance (3)

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.

Offered: Online.

MAT 350 - Quantitative Methods (3)

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.

Offered: Online.

MAT 444 - Finance for Managers (3)

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.

Offered: Online.

MED-Masters in Education**MED 700 - Integrating Technologies Across the Curriculum (3)**

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.

Offered: Online.

MED 710 - Multidisciplinary Foundations of Education (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

MED 720 - The Instructional Role of Assessment (3)

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.

Offered: Online.

MED 725 - Classroom Environments and Management (3)

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.

Offered: Online.

MED 730 - Curriculum Development, Implementation and Evaluation (3)

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.

Offered: Online.

MED 740 - Ethics and Educational Law (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

MED 750 - Introduction to Online Learning and Internet Research (3)

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.

Offered: Online.

MED 751 - Instructional Design (3)

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.

Offered: Online.

MED 752 - Multimedia for Educators (3)

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.

Offered: Online.

MED 753 - The Wired School: Emerging Technologies (3)

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.

Offered: Online.

MED 760 - Emotional Intelligence and Academic Achievement (3)

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.

Offered: Online.

MED 761 - Curriculum Mapping and Assessment Data (3)

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.

Offered: Online.

MED 762 - Schools and Leadership (3)

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.

Offered: Online.

MED 763 - Academic Portfolios (3)

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.

Offered: Online.

MED 780 - Leadership Basics (3)

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.

Offered: Online.

MED 781 - Educational Innovation (3)

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.

Offered: Online.

MED 782 - Shaping School and Community Cultures (3)

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.

Offered: Online.

MED 783 - Communicating and Framing Leadership Issues and Decisions (3)

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.

Offered: Online.

MED 799 - Graduate Capstone (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

MGT-Management

MGT 215 - Customer Relationship Management (3)

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.

Offered: Online.

MGT 240 - Operations Management (3)

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.

Offered: Online.

MGT 414 - Principles of Management (3)

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.

Offered: Online.

MGT 424 - Leadership in Organizations (3)

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.

Offered: Online.

MGT 464 - Organizational Behavior (3)

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.

Offered: Online.

MGT 474 - Fundamentals of Project Management (3)

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.

Offered: Online.

MGT 494 - Strategic Management (3)

How do organizations manage to plan ahead and understand industry and global trends that are currently happening but also in the future? Strategy is the practice of setting goal-directed actions to gain performance and

competitive advantage over their industry competitors. Strategic management is the integrative management field that combines analysis, formulation, and implementation (AFI) in the quest for competitive advantage. In this course, we will deep-dive into strategic management and explore three different aspects of how organizations manage this information and how they develop that competitive advantage. First, we will discuss strategy analysis. Second, we will explore strategy formulation. Last, we will analyze strategy implementation. Assignments will be assessed through case study. A case study is a fundamental learning tool in strategic management.

Offered: Online.

MGT 500 - Management (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

MGT 505 - Managing in an Age of Information Technology Change (3)

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.

Offered: Online.

MGT 514 - Human Relations Management (3)

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.

Offered: Online.

MGT 520 - Quantitative Analysis (3)

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.

Offered: Online.

MGT 530 - Leadership Theory and Practice (3)

Emphasis is on leadership with the focus on the application of leadership concepts and leadership skills. Through the examination of proven leadership theories, the student will gain knowledge and skills for a plethora of theoretical paradigms and model which can be used to influence others towards purposeful and sustainable change. Working with teams and dealing with the politics and power within an organization are also examined in depth. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

MGT 570 - Advanced Strategic Management (3)

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.

Offered: Online.

MGT 645 - Project Management Essentials (3)

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.

Offered: Online.

MGT 646 - Project Management Organizational Framework (3)

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.

Offered: Online.

MGT 647 - Project Management Integration Framework (3)

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.

Offered: Online.

MGT 649 - Information Technology Project Management (3)

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).

Offered: Online.

MPH- Master of Public Health**MPH 501 - Public Health in America (3)**

This graduate-level course introduces students to the historical development, structure, operation, and current and future directions of the major components of the public health delivery system. It reviews the historical evolution of the US public health system's features and examines the ways in which national public health services are organized and delivered, the influences that affect public health public policy decisions, factors that determine priorities for the allocation of resources, and the relationship of costs to measurable benefits. The course enables students to assess the role of organized efforts to influence public health policy formulation, and the contributions of medical technology, research findings, and societal values on our evolving public health delivery system. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

MPH 503 - Health Policy & Ethical Issues in Public Health (3)

This graduate-level course focuses on health policy, law and ethics in public health. It is intended to provide professionals with the principles, knowledge and application necessary to deal with pressing legal and ethical issues relating to the field of public health. This course will provide an overview of regulatory action and the legislative and judicial processes, enabling learners to become familiar with changes impacting public health practice and diverse populations. Within a code of ethics, issues affecting public health practice and the profession will be explored.

Offered: Online.

MPH 505 - Public Health Education & Program Oversight (3)

This graduate-level course will provide the background, skills and foundational concepts necessary for students to effectively plan, develop and evaluate a public health intervention program based upon a specific population's needs. The student's public health educational program will incorporate elements of the core functions of public health and the ten essentials of public health services.

Offered: Online.

MPH 510 - Epidemiology in Public Health (3)

Epidemiology in Public Health is a graduate-level course that introduces students to epidemiology, the scientific discipline that focuses on the cause and treatment of human health problems and is the method used to find the causes of health outcomes and diseases in populations. This course emphasizes the evaluation of public health strategies and interventions that are designed to address these public health problems.

Offered: Online.

MPH 520 - Disaster Management & Emergency Preparedness (3)

This graduate-level course covers the public health community's essential role in identifying, responding to, containing, mitigating and recovering from disasters and emergencies by providing insight on local, national, and global threats.

Offered: Online.

MPH 530 - Environmental Issues in Public Health (3)

This graduate-level course encompasses the significant topic areas of environmental health associated with biological, chemical, and physical agents in the environment and how human health is impacted by water, soil and air quality, food safety, weather, and land resources. Genetic, physiological, and psychosocial factors are also explored, specifically to those that influence & compromise public health outcomes and are associated with the environment and environmental hazards. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

MPH 540 - Public Health Administration (3)

This graduate-level course covers preventative methods

and public accountability regarding public health and discovers public health structure at the local, state, and national levels. Further, involvement of local, state and federal government in public health and management of public health resources, including human resources will be reviewed. Finally, identification of relationships between public and private health alliances will be reviewed in efforts to combat public health concerns emphasizing preventive approaches.

Offered: Online.

MPH 550 - Health Behavior and Health Education (3)

This graduate-level course will provide insight into health behavior and understanding of the cultural, social and economic factors that impact an individual's health behavior. Health behavior is a key building block for initiatives in public health education. This course will focus on the creation of a health education initiative as it is relevant to a local community.

Offered: Online.

MPH 560 - Applied Biostatistics for Public Health (3)

This graduate-level course presents the topics of the use of probability, descriptive statistics, inferential statistics, and nonparametric tests as they pertain to health research. Students also study the foundational concepts of biostatistics relating to peer-reviewed, public health publications and the application of quantitative methods utilized by public health professionals. Students will approach and address health-based problems using biostatistical methods and data analysis, during this course.

Offered: Online.

MPH 570 - Evidence-Based Practice in Public Health (3)

This graduate-level course examines evidence-based Public Health practices and focuses on how to search, utilize analysis, and interpret sources of public health information and data. This course will prepare the student to identify a health issue, develop a concise statement of the health issue, and create a base plan to complete the Public Health Internship and Capstone.

Offered: Online.

MPH 580 - Public Health & Health Education Internship (3)

This graduate-level course focuses on the application of

theoretical concepts and strategies for a selected learner population in a public health setting. Emphasis is on effective communication and sensitivity to varying needs of the learner based on cultural and educational background. 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. 120 hours of internship experience will be required. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

MPH 590 - Public Health & Health Education Capstone (3)

This graduate-level course will focus on the written explanation of the project the student completed during MPH580. The opportunity to demonstrate knowledge of essential theory, incorporate research findings, and demonstrate scholarly thought will be the emphasis of this course. This project-based capstone is designed to encourage the student to draw upon knowledge and experience gained over the course of the entire MPH program and during the public health internship. The capstone course is intended for the student to explain and defend a substantial original applied project of your own authorship. This course satisfies a capstone requirement for this program and is not eligible for transfer credit.

Offered: Online.

N-Nursing

N 300 - Mental Health (2)

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. Florida Course Numbering System Equivalent: NUR 4535 **Textbook is available in the classroom**

Corequisite: N300C. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 300C - Mental Health- Clinical (1)

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. Florida Course Numbering System Equivalent: NUR 4535L **Textbook is available in the classroom**

Corequisite: N300. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 310A - Fundamentals of Nursing I (2)

This course reinforces knowledge from the previous nursing core term and introduces students to basic knowledge of concepts, skills, and techniques needed to provide high quality client-centered nursing care. Critical thinking, clinical judgement, and clinical reasoning skills are reinforced through integration of the nursing process to promote evidence-based nursing care. Concepts evolve from simple to complex and cover hygiene and personal care, activity, immobility and safe movement, asepsis and infection control, nursing informatics, nutrition, bowel elimination, and safety. Communications, ethical, and legal components of care are discussed with each concept. This course must be taken concurrently with N310AL, which is the complementary lab course. Florida Course Number System Equivalent: NUR3028

Corequisite: N310AL. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 310AL - Fundamentals of Nursing I Skills Lab (2)

This course builds on the theoretical knowledge from N310A Fundamentals of Nursing I. Students practice and apply theoretical knowledge with the purpose of providing high-quality client-centered nursing care and achieving optimal health outcomes. Throughout the course, students demonstrate competency of basic concepts and skills as validated through performance-based assessments. This course must be taken concurrently with N310A, which is the complementary didactic course. Florida Course Number System Equivalent: NUR3028L

Corequisite: N310A. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 310B - N310B Fundamentals of Nursing II (2)

This course continues introducing students to basic knowledge of concepts, skills, and techniques needed to provide high quality client-centered nursing care. Critical thinking, clinical judgement, and clinical reasoning skills continue to be emphasized for continued promotion of evidence-based nursing care. Concepts include urinary elimination, skin and wound care, oxygenation and tissue perfusion, perioperative nursing and pain management, cognitive and sensory alterations, fluid, electrolytes, and acid-base balance, sleep, and death and loss. This course must be taken concurrently with N310BL, which is the complementary lab course. Florida Course Numbering System Equivalent: NUR3228

Corequisite: N310BL. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 310BL - Fundamentals of Nursing Skills Lab II (2)

This course continues the learnings from N310AL and introduces the role of the professional 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, complementary/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. Florida Course Numbering System Equivalent: NUR3228L

Corequisite: N310B. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 315 - Professional & Legal Aspects of Nursing Practice (3)

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. Florida Course Numbering System Equivalent: NUR 3826

Offered: Hybrid; BSN Pre-Licensure Program Only.

N 325 - Maternal & Child Health (3)

This course introduces nursing concepts related to maternal and child health nursing care and focuses on health promotion and disease prevention. Students will learn concepts related to maternal and child health in the areas of pharmacology, clinical judgement, developmental theories and concepts of growth and development, cultural and spiritual influences, legal and ethical issues, advocacy, and physiological responses related to the nursing care of both the childbearing and childrearing families. Students will utilize the nursing process to provide patient-centered care within their scope of practice to the normal and high-risk childbearing and childrearing family from preconception through the adolescent period. Emphasis is placed on safety, teaching and community resources related to the family with children from prenatal care, through adolescence. Florida Course Numbering System Equivalent: NUR 4467

Corequisite: N325C. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 325C - Maternal & Child Health- Clinical (1)

In this clinical course, the students will expand on the knowledge gained in the Maternal & Child Health didactic course. Students will use the nursing process to synthesize clinical data, knowledge of pharmacology, pathophysiology, research, evidence-based practice, assessment findings to collaborate with the interdisciplinary team through information technology. Students are expected to integrate nursing skills and knowledge from prior and concurrent courses to provide holistic, safe, quality and patient-centered care, to include spirituality, within their scope of the professional nurse role in the healthcare delivery system. Florida Course Numbering System Equivalent: NUR 4467L

Corequisite: N325. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 340 - Pharmacology in Nursing (3)

This course offers content in pharmacology which meets the needs of the professional student nurse. The focused approach 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 demonstrating drug calculations. Florida Course Code Equivalent: NUR 3145

Corequisite: N340L. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 340L - Pharmacology in Nursing- Lab (1)

In this laboratory course, the students will combine discussion with hands-on practice to explore pharmacology from the nursing point of view. Students will use the nursing process to develop and practice pharmacology skills, which include medication math and medication administration. Florida Course Code Equivalent: NUR 3145L

Corequisite: N340. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 356 - Adult Health I (3)

Adult Health I focus on concepts relating to the care of the geriatric/older adult populations in the acute care setting with commonly occurring medical-surgical problems. The emphasis of this course is on the use of the nursing process to develop competence in providing and coordinating nursing care. It is designed to develop the student's knowledge of safety for the healthcare team, workplace violence, civility, and just culture, culturally competent care, client teaching, fluid and electrolyte imbalances, pre, intra, and postoperative nursing, altered sensory perceptions, hematology, and alterations of the cardiac system. **Textbook is available in the classroom**
Florida Course Numbering System Equivalent: NUR 3225

Corequisite: N356C. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 356C - Adult Health I- Clinical (2)

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 evidence-based 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. Florida Course Numbering System Equivalent: NUR 3225L **Textbook is available in the classroom**

Corequisite: N356. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 366 - Adult Health II (3)

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. Florida Course Numbering System Equivalent: NUR 4227 **Textbook is available in the classroom** Florida Course Numbering System Equivalent: NUR 4227

Corequisite: N366C. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 366C - Adult Health Nursing II- Clinical (2)

In this clinical course, the students will expand on the knowledge gained in the Adult Health II clinical course. Students will use the nursing process to organize clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, implement and evaluate client care in assigned actual and simulated medical-surgical healthcare settings. Students are expected to integrate nursing skills and knowledge from prior and concurrent courses to provide holistic, safe, quality, and client-centered care in the role of the professional nurse. This course is not offered online. Florida Course Numbering System Equivalent: NUR 4227L **Textbook is available in the classroom**

Corequisite: N366. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 410 - Adult Health III (2)

Adult Health III focuses on concepts relating to the care of adult populations in the acute care setting with increasingly complex medical-surgical problems. This course emphasizes the use of the nursing process to develop competence in providing and coordinating nursing care. It is designed to develop the student's knowledge of issues related to nutrition, Cardiomyopathy, inflammatory and valvular heart disease, aortic aneurysm/dissection, acute coronary syndrome, and related problems. Urinary calculi, strictures, renal artery stenosis, polycystic kidney disease, bladder/kidney cancer, nephrotic syndrome, and related genitourinary issues. Acute and chronic kidney disease, dialysis, and related issues. Hepatitis, cirrhosis, HIV/Aids, and related issues. Breast, cervical, ovarian, and prostate

cancer and related issues. Uterine prolapse, abnormal uterine bleeding, benign prostatic hypertrophy, erectile dysfunction, CVA/TIA's, Alzheimer's disease, dementia, trigeminal neuralgia, Bell's palsy, meningitis, encephalitis, spinal cord injury, and Guillain-Barre syndrome and related issues. Florida Course Numbering System Equivalent: NUR 3255

Offered: Hybrid; BSN Pre-Licensure Program Only.

N 410C - Adult Health III - Clinical (2)

In this clinical course, the students will expand on the knowledge gained in the Adult Health I and II Clinical Courses. Students will use the nursing process to organize clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice and assessment findings to collaboratively plan, prioritize, implement and evaluate client care in assigned actual and simulated medical surgical health care settings. Students are expected to integrate nursing skills and knowledge from prior and concurrent courses to provide holistic, safe, quality and client-centered care in the role of the professional nurse. **Textbook is available in the classroom** Florida Course Numbering System Equivalent: NUR 3255C

Corequisite: N410. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 415 - Research / Evidence-Based Practices (3)

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. Florida Course Numbering System Equivalent: NUR 3165 **Textbook is available in the classroom**

Offered: Hybrid; BSN Pre-Licensure Program Only.

N 420 - Adult Health IV (2)

Adult Health IV focuses on concepts relating to the care of the adult in the acute care setting with complex medical surgical problems. Emphasis of this course is on the use of the nursing process to develop competence in providing and coordinating nursing care. It is designed to expand on

the knowledge from Adult Health I, II and III, and develop the student's knowledge of complex alterations of the complex alterations of the pulmonary, and cardiac systems. This course will also review the sepsis continuum, trauma, surgical management, burns, rapid response, code teams, and endocrine emergencies. **Textbook is available in the classroom** Florida Course Numbering System Equivalent: NUR 4256

Corequisite: N420C. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 420C - Adult Health IV- Clinical (2)

In this clinical course, the students will expand on the knowledge gained in the Adult Health I, II, and III Clinical Courses. Students will use the nursing process to organize clinical data, knowledge of pharmacology, pathophysiology, evidence-based practice, and assessment findings to collaboratively plan, prioritize, implement and evaluate client care in assigned actual and simulated medical-surgical healthcare settings. Students are expected to integrate nursing skills and knowledge from prior and concurrent courses to provide holistic, safe, quality, and client-centered care in the role of the professional nurse. **Textbook is available in the classroom** Florida Course Numbering System Equivalent: NUR 4256C

Corequisite: N420. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 437 - Healthcare Informatics (3)

This writing-intensive prelicensure level nursing course provides students with an introduction to health care informatics from an interdisciplinary perspective. Foundational concepts are explored, including theory and models; use of systems in a variety of settings; related quality and usability standards and considerations; legal, ethical, and regulatory implications to practice; consumerization of healthcare technology; and emerging technologies. The student will have an opportunity to research and present on an informatics topic of their choice. This course is not offered online. Florida Course Numbering System Equivalent: NUR 3191

Offered: Hybrid; BSN Pre-Licensure Program Only.

N 455A - Transition to Professional Practice (2)

This course is designed to assist nursing students in preparation for the RN NCLEX examination. Emphasis is on assessing and identifying areas of individual strengths and weaknesses in content through utilizing the Kaplan NCLEX Prep Review course Phase 1 and 2 and NCLEX test blueprint. Students will focus on test-taking strategies

that will help them to understand the tactical ways in which they can approach NCLEX content and questions and become proficient in the process of remediation. Modules 1 will have a proctored Kaplan Diagnostic A Exam and Module 3 and 8 will have the proctored HESI Predictor exam. Florida Course Numbering System Equivalent: NUR 4945

Corequisite: N455AC. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 455AC - Transition to Professional Practice - Clinical (3)

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. Florida Course Numbering System Equivalent: NUR 4945L

Corequisite: N455A. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 455B - Transition to Professional Practice (2)

This course is designed to assist nursing students in preparation for the RN NCLEX examination. Emphasis is on assessing and identifying areas of individual strengths and weaknesses in critical thinking through utilizing the Kaplan NCLEX Prep Review course Phase 3, Crucial Content videos, and NCLEX test blueprint. Students will focus on test-taking strategies that will help them to understand the tactical ways in which they can approach NCLEX style questions and become confident in implementing strategies for the NCLEX exam. Modules 2, 4, and 8 will have Kaplan Proctored Exams. Florida Course Numbering System Equivalent: NUR 4948

Corequisite: N455BC. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 455BC - Transition to Professional Practice - Clinical (3)

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. Florida Course Numbering System Equivalent: NUR 4948L

Corequisite: N455B. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 489 - Community Health Nursing I (2)

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. Florida Course Numbering System Equivalent: NUR 4636C **Textbook is available in the classroom**

Corequisite: N489C. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 489C - Community Health Nursing I- Clinical (1)

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. Florida Course Numbering System

Equivalent: NUR 4636C **Textbook is available in the classroom**

Corequisite: N489. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 490 - Issues and Trends in Professional Nursing (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 491 - Concepts and Theories in Nursing (3)

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.

Offered: Online.

N 492 - Community Health Nursing I (3)

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. It is anticipated that

at least 30 field experience hours will be required to complete the health promotion project. This course requires 30 hours of field experience. This course must be completed successfully before beginning N493.

**Note: Field experience hours must be documented and approved appropriately prior to course completion to successfully pass the course.

Offered: Online.

N 493 - Community Health Nursing II (3)

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 on 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 80 hours of field experience. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

**Note: Field experience hours must be documented and approved appropriately prior to course completion to successfully pass the course.

Offered: Online.

N 493C - Community Health Nursing II- Clinical (2)

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. Florida Course Numbering System Equivalent: NUR 4637L

Corequisite: N493P. Offered: Hybrid; BSN Pre-Licensure program only.

N 493P - Community Health Nursing II (2)

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. Florida Course Numbering System Equivalent: NUR 4637

Corequisite: N493C. Offered: Hybrid; BSN Pre-Licensure Program Only.

N 494 - Essentials of Nursing Research (3)

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.

Offered: Online.

N 495 - Health Assessment (3)

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.

Offered: Online.

N 496 - Nursing Leadership and Management (3)

N496 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. It is anticipated that at least 10 field experience hours are included in this course.

This course requires 10 hours of field experience. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

**Note: Field experience hours must be documented and approved appropriately prior to course completion to successfully pass the course.

Offered: Online.

N 502 - Health Care Systems (3)

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.

Offered: Online.

N 508 - Theory and Research (3)

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.

Offered: Online.

N 510 - Advanced Pathophysiology (3)

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.

Offered: Online.

N 511 - Advanced Pharmacology (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 512 - Diverse Populations & Health Care (3)

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.

Offered: Online.

N 518 - Advanced Physical Assessment (3)

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.

Offered: Online.

N 520 - Legal and Ethical Issues in Health Care (3)

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.

Offered: Online.

N 522 - Modern Organizations and Health Care (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 537 - Health Care Informatics (3)

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. This course satisfies a proctored assessment requirement for this program and is

not eligible for transfer credit.

Offered: Online.

N 538 - Advanced Health Care Informatics (3)

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 evidence-based practice will be emphasized.

Offered: Online.

N 542 - Health Care Finance and Economics (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 547 - Health Care Strategic Management and Planning (3)

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.

Offered: Online.

N 550 - Nursing Administration Practicum I (3)

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 40 hours of practicum experience. This course must be completed successfully before beginning N586AM. This course satisfies a practicum requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 552 - Nursing Administration Practicum II (3)

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. Students cannot start this course

before completing N550. This course satisfies a practicum requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 560 - Forensic Nursing (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 564 - Advanced Forensic Nursing (3)

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.

Offered: Online.

N 580 - Issues in Nursing Education (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 582 - Teaching Strategies in Nursing Education (3)

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.

Offered: Online.

N 584 - Curriculum Development, Implementation and Evaluation (3)

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.

Offered: Online.

N 586 - Nursing Practicum (3)

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 Nursing Education practicum experience within a practice environment and must include inter-professional collaboration and a minimum of 20 hours of direct-care experience. This course satisfies a practicum requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 586AM - Administration and Management Nursing Practicum (3)

This graduate-level course focuses on the Administration and Management specialist role through the application of theoretical concepts and strategies for a selected audience and the implementation of a quality improvement project in a health-related setting. Emphasis is on effective communication and sensitivity to the varying needs of the audience. The Administration and Management specialist role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in this specialty. Evidence-based strategies will be developed into a comprehensive project to engage learners in active learning and implemented to meet mutually determined outcomes. The student will complete an annotated bibliography and the project activities might include but are not limited to: creating a toolkit of resource references, developing a presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivery of training modules, developing software to meet a need, developing an advocacy agenda or tool, or proposing a change in practice, process or procedure. This course requires a total of a

minimum of 80 hours of Administration and Management practicum experience within a practice environment and must include inter-professional collaboration. This course satisfies a proctored assessment and practicum requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 586FN - Forensic Nursing Practicum (3)

This graduate-level course focuses on the Forensic Nursing specialist role through the application of theoretical concepts and strategies for a selected audience and the implementation of a quality improvement project in a health-related setting. Emphasis is on effective communication and sensitivity to varying needs of the audience. The Forensic Nursing specialist role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in this specialty. Evidence-based strategies will be developed into a comprehensive project to engage learners in active learning and implemented to meet mutually determined outcomes. The student will complete an annotated bibliography and the project activities might include, but are not limited to: creating toolkit of resource references, developing a presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivery of training modules, developing software to meet a need, developing an advocacy agenda or tool, or proposing a change in practice, process or procedure. This course requires a total of a minimum 120 hours of Forensic Nursing practicum experience within a practice environment, must include inter-professional collaboration and a minimum of 20 hours (included in the 120 hours) of direct-care experience. This course satisfies a proctored assessment and practicum requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 586IN - Informatics Nursing Practicum (3)

This graduate-level course focuses on the Informatics specialist role through the application of theoretical concepts and strategies for a selected audience and the implementation of a quality improvement project in a health-related setting. Emphasis is on effective communication and sensitivity to the varying needs of the audience. The Informatics specialist role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in this specialty. Evidence-based strategies will be developed into a comprehensive project to engage learners in active learning and implemented to meet mutually determined outcomes. The student will

complete an annotated bibliography and the project activities might include, but are not limited to: creating a toolkit of resource references, developing a presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivery of training modules, developing software to meet a need, developing an advocacy agenda or tool, or proposing a change in practice, process or procedure. This course requires a total of a minimum 120 hours of Informatics practicum experience within a practice environment, must include inter-professional collaboration. This course satisfies a proctored assessment and practicum requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 586NE - Nurse Education Nursing Practicum (3)

This graduate-level course focuses on the Nursing Education specialist role through the application of theoretical concepts and strategies for a selected audience and the implementation of a quality improvement project in a health-related setting. Emphasis is on effective communication and sensitivity to varying needs of the audience. The Nursing Education specialist role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in this specialty. Evidence-based strategies will be developed into a comprehensive project to engage learners in active learning and implemented to meet mutually determined outcomes. The student will complete an annotated bibliography and the project activities might include, but are not limited to: creating toolkit of resource references, developing a presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivery of training modules, developing software to meet a need, developing an advocacy agenda or tool, or proposing a change in practice, process or procedure. This course requires a total of a minimum 120 hours of Nursing Education practicum experience within a practice environment, must include inter-professional collaboration and a minimum of 20 hours (included in the 120 hours) of direct-care experience. This course satisfies a proctored assessment and practicum requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 586PH - Public Health Nursing Practicum (3)

This graduate-level course focuses on the Public Health specialist role through the application of theoretical

concepts and strategies for a selected audience and the implementation of a quality improvement project in a health-related setting. Emphasis is on effective communication and sensitivity to varying needs of the audience. The Public Health specialist role will be analyzed and applied in collaboration with a master's prepared nurse preceptor with experience in this specialty. Evidence-based strategies will be developed into a comprehensive project to engage learners in active learning and implemented to meet mutually determined outcomes. The student will complete an annotated bibliography and the project activities might include, but are not limited to: creating toolkit of resource references, developing a presentation, creating a survey to measure satisfaction with activity, attending professional meetings, writing a publishable article, presenting a topic to patients, creating a webinar, delivery of training modules, developing software to meet a need, developing an advocacy agenda or tool, or proposing a change in practice, process or procedure. This course requires a total of a minimum 120 hours of Public Health practicum experience within a practice environment, must include inter-professional collaboration and a minimum of 20 hours (included in the 120 hours) of direct-care experience. This course satisfies a proctored assessment and practicum requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 599 - Nursing Capstone (3)

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. Students cannot start the Capstone concurrently with the Practicum, as the Capstone is based upon the data collected from the Practicum. This course satisfies a capstone requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 680 - Overview of Public Health Nursing (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

N 682 - School Nursing (3)

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.

Offered: Online.

N 684 - Case Management and Home Health Services (3)

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.

Offered: Online.

NPS-Natural and Physical Science

NPS 100 - Introductory Biology (3)

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.

Offered: Online.

NPS 115 - Introduction to Environmental Science (3)

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.

Offered: Online.

NPS 195 - Study of Physical Science (3)

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.

Offered: Online.

PAC-Addiction

PAC 102 - Substance Abuse in Educational Settings (3)

This course addresses strategies for communities 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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

PAC 110 - Addiction Theories (3)

This course provides an in-depth exploration of the fundamental theories and practices within the field of social work, with a specialized focus on addiction studies. Students will gain a comprehensive understanding of the basic constructs and concepts of major theories related to addiction, including an overview of the history and current systems of thought about psychotherapy and change mechanisms. The course will critically examine the strengths and limitations of different theories and their practical applications and relevance to addiction studies. Through reflective practice, students will develop and expand their personal awareness and understanding of these theories, preparing them for diverse roles in social work settings that address addiction. This course is designed for students aiming to integrate addiction studies within social work practices or apply social work principles in addiction treatment facilities.

Offered: Online.

PAC 115 - Medical Terminology (3)

Designed for administrators, managers, researchers, 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 studies, thereby capturing the students' interest and providing information about many different potential health careers.

Offered: Online.

PAC 120 - Multicultural Advocacy (3)

This course brings multicultural addiction studies to the forefront. Concepts of observing, questioning, reflecting feelings, empathic self-disclosure, and empathic confrontation allow counselors to seek understanding of clients' situation and challenges. Crisis intervention and assessing suicide potential are also covered to ensure one can detect those in extreme distress.

Offered: Online.

PAC 201 - Child Development (3)

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.

Offered: Online.

PAC 230 - Families and Health Psychology (3)

Health psychology is an important aspect to consider when addressing issues 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. Stress, pain, weight, and exercise can all play important roles in behavior. Additionally, family history is an important component in psychological complications that may lead to abuse of substances. Feelings that one is destined to be overweight or susceptible to illness, or generational substance abusers can reduce motivation to abstain from destructive behaviors.

Offered: Online.

PAC 240 - Helping Skills (3)

This course provides an inside look into helping skills used by those engaged in addiction work. It presents a state-of-the-art framework for assessment and treatment according to the current DSM using evidenced-based models. The course is designed to help students address resistance, co-occurring disorders, spirituality, coping, and prevention in the context of theory and application to diverse populations.

Offered: Online.

PAC 302 - Assessment Procedures in Addiction Studies (3)

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 situations.

Offered: Online.

PAC 310 - Ethical, Legal and Professional Issues in Healthcare (3)

This course covers professional issues in addictions 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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

PAC 320 - Psychology of Addiction (3)

This course explores the techniques used in the real world, while providing a thorough review of the theory, history, and research of addiction studies. This course offers insight into tools and strategies used with general and special populations, including assessment tools, strategies for outpatient and inpatient treatment, information about maintenance and relapse prevention, and helping strategies for couples, families, children and adolescents, and recovering addicts.

Offered: Online.

PAC 330 - Substance Abuse (3)

This course covers the specific addictions of substance abuse, focusing on fundamentals and proven techniques for treatment. The course focuses on the most prevalent substances abused, along with physical reactions in the human body. Individual, group, and family treatment methods are covered in depth.

Offered: Online.

PAC 405 - Child Psychology (3)

This course presents items unique to working with children and understanding different drivers concerning juvenile addiction psychology. The material covered takes a multidimensional four-part approach to supporting 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.

Offered: Online.

PAC 410 - Crisis Intervention and Prevention (3)

Within the context of addiction related concerns, but also focusing on broader issues communities may face, this course presents 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. It 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 in real life. The course features numerous crisis situations and analyzes these situations keeping in mind specialized fields such as school environments, mental health, and pastoral outreach. Students are asked to see the process as a whole and are exposed to crucial information, analytical considerations, and practical experiences on each crisis topic.

Offered: Online.

PAC 411 - Social Work as a Profession (3)

Throughout this course, students will learn about the profession of social work, social work perspectives, generalist social work, 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 of 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.

Offered: Online.

PAC 414 - Child Abuse and Neglect (3)

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 approaches concerning the needs of abused and neglected children will also be addressed. Methods of providing support to families of abused children will also be discussed.

Offered: Online.

PAC 415 - Healthcare Ethics (3)

Within the context of healthcare, this course explores the full range of contemporary ethical issues 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.

Offered: Online.

PAC 420 - Group Therapy (3)

Within addictions 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.

Offered: Online.

PAC 499 - Senior Capstone (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

PAC 610 - Psychopharmacology (3)

This course serves as an in-depth guide to psychopharmacology. The road of psychopharmacology is paved with extensive and often unrecognized research on the part of thousands of doctors and scientists around the world. Psychopharmacology 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 psychopharmacology is constantly being built anew with each drug discovery. This course provides insight into psychopharmacology as well as a detailed study of drug categories, rationale for using drugs, understanding drug

side effects, and an exploration of clinical applications and current healthcare issues relating to psychopharmacology.

Offered: Online.

PAC 799A - Addiction Studies Capstone (3)

The project-based capstone empowers students to apply the knowledge and skills acquired in their courses to the professional field of psychology and addiction studies. During PAC799A, students explore topics related to psychology and addiction studies completing Chapters 1 and 2 of their capstone manuscript and defending their Chapter 3 Method for PAC799B. Capstone projects are 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. This course is graded as pass/fail and will not impact GPA.

Offered: Online.

PAC 799B - Addiction Studies Capstone (3)

The project-based capstone empowers students to apply the knowledge and skills acquired in their courses to the professional field of psychology and addiction studies. In PAC799A, students explore topics related to addiction studies. PAC799B is a project-based course and is intended to enable you to implement a substantial original applied project of your authorship. This course is intended to encourage the application of theories, principles, and processes that you have studied in the Aspen graduate courses to an actual related problem or issue of interest and relevance to you in your professional activities. The student will complete Chapters 3, 4, and 5 of the capstone manuscript. Finally, the student will complete the Proctored Assessment during this course. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Prerequisite: PAC799A. Offered: Online.

PSY-Psychology

PSY 530 - Advanced Helping Skills (3)

This course offers a comprehensive exploration of mental health theories and their practical applications, providing students with the foundational knowledge necessary for effective practice in the field. Students will analyze and differentiate between various psychological theories, focusing on the techniques and underlying principles that define each approach. Through critical evaluation, students will assess the implementation of these theories in real-world scenarios, identifying best practices for achieving

effective client outcomes. The course emphasizes the integration of theoretical concepts into practical guidance, equipping students with the skills needed to apply these theories in professional settings. By the end of the course, students will have developed an understanding of mental health theories and their applications.

Offered: Online.

PSY 540 - Clinical Supervision (3)

This course presents the dimensions of supervision in clinical settings for those seeking to understand how practices are managed. 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.

Offered: Online.

PSY 620 - Psychological Interactions (3)

Within the context of addiction, this course outlines the major theoretical approaches to interactions and offers concrete ideas about the processes as well as techniques and strategies used by others in collaboration and consultation. The course presents the assessment model incorporated into behavioral dialogue, 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 discourse.

Offered: Online.

PSY 650 - Ethics (3)

This course provides exceptional coverage of the philosophical foundations of ethics. After a thorough discussion of ethical principles and standards, students will practice conscientious examination of ethical issues as they manifest themselves in the real world. In addition, students will be introduced to a compendium of ethical codes ideal for study.

Offered: Online.

RSH-Research

RSH 505 - Research in Practice (3)

In this course, students are given the opportunity to learn research design, methodology, and analysis through a specified framework. By using 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 research and multicultural issues in research.

Offered: Online.

RSH 900 - Doctoral Writing and Inquiry into Research (3)

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. This course satisfies a proctored assessment and residency requirements for this program and is not eligible for transfer credit.

Offered: Online.

RSH 901 - Techniques and Interpretation for Advanced Statistical Research (3)

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.

Offered: Online.

RSH 902 - Managerial Economics and Business Theory (3)

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.

Offered: Online.

RSH 905 - Operations and Supply Chain Management (3)

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.

Offered: Online.

RSH 906 - Technology and Innovation Management (3)

Provides an integrated, strategic view of management of technology. Focusing on theory and practice, the course addresses the contemporary challenges general managers face today; e.g., globalization, 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.

Offered: Online.

RSH 910 - Research Design and Methodology (3)

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.

Offered: Online.

RSH 912 - Introduction to the Dissertation (3)

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. This course satisfies a residency requirement for this program and is not eligible for transfer credit.

Offered: Online.

RSH 914 - Techniques and Interpretation for Statistical Analysis (3)

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.

Offered: Online.

RSH 916 - Problem-Based Research in Action (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

SBS-Social and Behavioral Sciences

SBS 105 - Introduction to Psychology (3)

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.

Offered: Online.

SBS 110 - Introduction to Sociology (3)

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.

Offered: Online.

SBS 120 - Diversity and Culture (3)

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.

Offered: Online.

SBS 190 - Introduction to Economics (3)

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.

Offered: Online.

SBS 200 - Human Development (3)

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.

Offered: Online.

SBS 210 - Principles of Macroeconomics (3)

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.

Offered: Online.

SBS 211 - Principles of Microeconomics (3)

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.

Offered: Online.

SEM-Seminar

SEM 102 - Nursing Seminar 4B (0.5)

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.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 103 - Nursing Seminar 5A (0.5)

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.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 104 - Nursing Seminar 5B (0.5)

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.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 105 - Nursing Seminar 6A (0.5)

Seminar courses bridge the competency gap between didactic nursing knowledge, clinical experiences, and the required attitudes and behaviors for nursing students. In this three-hour seminar course, concepts from Adult Health 1 will be reinforced, mastered, and applied through a variety of activities. Specific topics will include fluid and electrolytes, acid/base imbalances, alterations in the cardiac system, respiratory system, musculoskeletal system, an introduction to oncology, diabetes, alterations in hematology, and the upper gastrointestinal system.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 106 - Nursing Seminar 6B (0.5)

Seminar courses bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. In this three-hour seminar course, concepts from Adult Health 3 will be reinforced, mastered and applied through a variety of activities. Specific topics will include: heart failure, EKG rhythms, peripheral artery disease, venous thrombosis, tuberculosis, alterations in lung functioning, alterations in neurological functioning, Meniere disease, glaucoma, alterations in musculoskeletal functioning, infections of the genitourinary tract, endocrine disorders, alterations of the lower GI tract, and alterations of GI functioning.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 107 - Nursing Seminar 7A (0.5)

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.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 108 - Nursing Seminar 7B (0.5)

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.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 109 - Nursing Seminar 8A (0.5)

Seminar courses bridge the competency gap between didactic nursing knowledge, clinical experiences and the required attitudes and behaviors for nursing students. In this three-hour seminar course, concepts from Adult Health 3 will be reinforced, mastered and applied through a variety of activities. Specific topics will include: alterations in nutrition, cardiovascular disorders, genitourinary disorders, acute and chronic diseases of the kidney, liver and immune disorders, diseases of the male and female systems, and acute and chronic neurological disorders.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 110 - Nursing Seminar 8B (0.5)

Seminar courses bridge the competency gap between didactic nursing knowledge, clinical experiences, and the required attitudes and behaviors for nursing students. In this three-hour seminar course, concepts from Adult Health 4 will be reinforced, mastered, and applied through a variety of activities. Specific topics will include advanced EKG rhythms, hemodynamic monitoring, codes, and rapid response, life-threatening MI, cardiac pacing, acute respiratory failure, pulmonary embolism, ventilatory

support, ABGs, chest trauma, subarachnoid hemorrhage, subdural hematoma, traumatic brain injury/diffuse axonal injury, shock, sepsis, SIRS, MODS, organ transplant, organ donation, trauma, surgical management, burns, SIADH, DI, DKA, hyperosmolar hyperglycemic syndrome.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 111 - Nursing Seminar 9A (0.5)

SEM111 is designed to reinforce learning from TPPA in assisting nursing students in preparation for the NCLEX RN examination. Emphasis is on gaining proficiency in utilizing the Kaplan Study Plan Phase 1 and 2 as well as additional resources found within the study plan. Students will focus on steps related to remediation as an important tool for study, identify areas of individual strengths and weaknesses in content through utilizing the NCLEX test blue print and eight client needs categories, develop a foundation related to the Kaplan Decision Tree strategies and NCLEX style questions, and analyze the necessary action of developing a personalized study plan as they move into TPPB.

The Kaplan NCLEX Review course resources and teaching strategies will guide the bi-weekly (meets odd weeks, 1, 3, 5, & 7), three-hour seminar and focus on the expected progression from concepts that will guide students in preparing for the NCLEX and the transition to the role of the registered nurse.

Offered: Hybrid; BSN Pre-Licensure Program Only.

SEM 112 - Nursing Seminar 9B (0.5)

SEM112 is designed to reinforce learning from TPPB in assisting nursing students in preparation for the NCLEX RN examination. Emphasis is on gaining proficiency in utilizing the Kaplan Study Plan Phase 3 as well as

additional resources found within the study plan. Students will focus on analysis of a personalized study plan with type of learning and time management as main aspects. Students will learn how to navigate study obstacles, test anxiety, and importance of attitude and motivation. Focus will continue related to steps of remediation, identifying areas of individual strengths and weaknesses in critical thinking and content through utilizing the NCLEX test blue print and eight client needs categories, develop a foundation related to the Kaplan Decision Tree strategies and NCLEX style questions, and analyze their a personalized study plan as they move beyond class and onto NCLEX test day.

The Kaplan NCLEX Review course resources and teaching strategies will guide the bi-weekly (meets odd weeks, 1, 3, 5, & 7), three-hour seminar and focus on the expected progression from concepts that will guide students in preparing for the NCLEX and the transition to the role of the registered nurse.

Offered: Hybrid; BSN Pre-Licensure Program Only.

STI-Technology and Innovation

STI 799 - Graduate Capstone (3)

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. This course satisfies a proctored assessment requirement for this program and is not eligible for transfer credit.

Offered: Online.

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