ASPEN UNIVERSITY

2026-2027 Academic Catalog

Administrative Location
4605 E. Elwood St.
Suite 300
Phoenix, AZ 85040

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Academic Catalog

Aspen University 2026-2027 Academic Catalog

Effective 09/01/2026 - 08/31/2027

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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 and may be in the form of an addendum. Additionally, students are also held accountable for policies published within the handbooks and university policy and procedure manual. For the most current catalog and addendum, please visit the Aspen University website at www.aspen.edu.

Letter to Students

Welcome to Aspen University!

On behalf of the faculty and staff, I extend a warm welcome to you as a new student at Aspen University. To understand our purpose, one must begin with our mission: to offer motivated and college-worthy students a high-quality, affordably priced distance-learning education. This mission is driven by our belief that a degree should lead to lasting economic and social advancement for you and your family.

We are proud to make this education accessible through flexible payment solutions, such as our unique monthly payment plan, ensuring that financial barriers do not prevent you from pursuing your academic goals.

As we provide you with the tools for success, our curriculum, faculty, and advising, we ask for your motivated partnership in your educational journey. Your commitment to learning and persistent effort are the engines of your progress.

Your investment in this program will culminate in a great sense of personal achievement and will ultimately lead to significant benefits in your life. We are honored to be your partners in this journey and look forward to celebrating your achievement at graduation!

Dr. Jennifer Billingsley,

University Provost

General Institutional Information

The following catalog sections contain general institutional information.

Accessibility and Accommodations

Accreditation and Authorizations

Administration

Board of Trustees

Career Services

Classroom Technology Requirements

Equal Opportunity

Faculty

Title IX Statement

University History, Mission, and Goals

University Contact Information

Terms and Conditions

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 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 theAccessibility 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 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.

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, 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 cecelia.howard@aspen.edu.

If after taking these two steps, the student believes there is no resolution, the student must then follow the grievance procedure 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

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.

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 2029

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.aacnnursing.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

Jennifer Billingsley, DNP, University President and Provost

Elizabeth Fernandez, JD Esq., Senior Vice President of Legal and Regulatory Affairs

Gregory Bradley, DBA, Dean, School of Business and Technology

Laurie Wellner, EdD, Dean, School of Education

Amanda Jones, DNP, Dean, School of Nursing & Health Sciences

Bree Maldonado, EdD, Dean of Students

Financial Operations

Cassie Crane, BS, VP Student Accounts

Kera Fairweather, MBA,VP Student Financial Services

Board of Trustees

Independent Trustees

Mr. Timothy Fischer (Chair)

Mr. Todd MacDonald

Dr. Mary Oling-Sisay

Ms. Patricia Potter

Dr. Tanya Osborne-McKenzie

Ms. Leslie Sanchez

Board of Managers

Matt LaVay

Michael Mathews

Dr. John Scheibelhoffer

Ex Officio

Dr. Jennifer Billingsley

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
Bachelor of Science in Early Childhood Studies (Completion Program)	11-9030, 11-9031, 25-3000
Bachelor of Science in Business Administration (Completion Program)	11-1021, 11-2021, 11-3031, 11-9199, 13-1111
BS Health Care Administration	11-9111
Bachelor of Science in Nursing (Completion Program)	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:

Cecelia Howard, Title IX Coordinator
4605 E. Elwood St., Suite 300, Phoenix, AZ 85040
Phone: (800) 373-7814
Email: titleix@aspen.edu

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.

A complete list of Aspen University Faculty can be viewed here: Faculty List

Faculty List

Adedoyin, Grace - Doctor of Nursing Practice, Aspen University
Alley, Kati - PhD in Education, Capella University
Anderson, Patricia - EdD Org Psych, Aspen University
Armstrong, Neal - Master of Business Administration, California Southern University
Arrindell, Kristin - Doctor of Nursing Practice, Aspen University
Asher, Robert - Doctor of Nursing Practice, South University
Auer, Audrey - PhD., South Dakota State University
Avedissian, Talene - Master of Science in Nursing, Grand Canyon University
Bailey, Heather - Doctor Nursing Practice, Samford University
Barnes, Laurie - PhD in Organization and Mgmt, Capella University
Baugh, Nancy - Doctor of Philosophy, Virginia Commonwealth University
Beaman, Nina - EdD Admin for Teaching Learning, Walden University
Beck, Debbie - PhD in Education, Capella University
Bennett, Kay - Master of Natural Sciences Edu, Colorado State University
Bhatt, Ami - PhD, Oakland University
Billingsley, Frank - Doctor of Philosophy, Walden University
Boudreau, Aprille - Doctor of Philosophy, University of Florida
Brannon, Vergie - Doctor of Nursing Science, University of Tennessee
Britton, Keshea - Doctor of Philosophy, Capella University
Cadet, Anne - Doctorate in Nursing Practice, Chamberlain University
Campbell, Robert - Doctor of Education, Northern Arizona University
CampbellODell, David - DNP, University of Tennessee-Health Science Center
Carlisle, Ronald - Doctor of Education, Slippery Rock University
Castle, David - PhD, Northcentral University
Chen-Walta, Sandra - DNP, University of Alabama
Christopher, Doris - PhD in Education, University of Minnesota
Clearfield, Tammi - Juris Doctor, University of Miami School of Law
Cohen, Tiara - Doctor of Nursing Practice, Grand Canyon University
Coleman, Anne - Doctor of Philosophy, Walden University
Collins, Alicia - DNP, Aspen University
Combs, Martie - Master of Science, Brookline College
Condict, Newt - Master of Arts, Lancaster Bible College
Cook, Brooke - Master of Science in Nursing, Walden University
Cortez, Carlos - PhD., University of Southern California
Cosby, Amber - Doctor of Education, Grand Canyon University
Coulter, Katherine - Doctor of Nursing Practice, Chamberlain University
Courts, Bari - PhD, Capella University
Cristobal, Kim - Doctor of Nursing Practice, Aspen University
Cross, Kayla - DNP, University of Tennessee
Crowder, Pamela - Doctor of Nursing Practice, George Mason University
Crowder, Terri - Doctor of Nursing Practice, Old Dominion University
Cull, Traci - Juris Doctor, University of Louisville
Cummings, Glenn - PhD., Wayne State University
Dajani, Nizar - PhD. Organization and Management, Capella University
Dave, Koushal - PhD-Nursing, International University
David, Margarita - Doctor of Nursing Practice, Wilmington University
Dereshiwsky, Mary - Doctor of Philosophy, University of Massachussetts Amherst
Devine, Sharon - Doctor of Nursing Practice, Aspen University
Dickson, Michele - Doctor of Nursing Practice, Regis University
Dionne, Anny - Master of Science in Nursing, Aspen University
Dixon, Philip - MA-Interdisciplinary Studies, Western

New Mexico University
Doyle, Catherine - Doctor Nursing Practice, Touro University Nevada
Dunn, Donald - DM, University of Phoenix
Dyer, Thomas - Doctor of Philosophy, Grand Canyon University
Emerson, Jane - Master of Science in Nursing, Aspen University
Erkfitz, Jenny - EdD Leadership and Learning, Aspen University
Ewing, Christopher - Doctor of Philosophy, Capella University
Exaros, Scott - Doctor of Education, Wilkes University
Fabry, Lindy - Doctor of Nursing Practice, Grand Canyon University
Farmer, Leigh - Doctor of Management, University of Phoenix
Fisher, Barbara - Doctor of Philosophy, California Graduate School of Marital and Family Therapy
Fisher, Tammy - DNP, Aspen University
Fletcher, Wanda - Doctor of Health Administration, University of Phoenix
Flores, Kaitlin - Master of Business Administration, Western Governor's University
Ford, Aaron - Master of Arts, Ashford University
Franken, Josh - Master of Business Administration, South University
Garcia, MaryAnn - Doctorate of Nursing Practice, Chamberlain University
Gartner, Tabitha - Doctor of Nursing Practice, Chamberlain University
Gattis, Amanda - Doctor of Education in Leadership and Learning, Aspen University
Giles, Renee - Doctorate in Education Leadership and Learning, Aspen University
Goozee, Denys - DNP, Aspen University
Gordon, Jean - DBA, Nova Southeastern University
Grant, Courtney - Doctor of Education, Walden University
Grant, Gayle - Doctor of Management, University of Phoenix
Green, Lakeshur - Doctor of Nursing Practice, University of Alabama
Green, Terri - Master of Science in Nursing, University of North Alabama
Grosskopf, John - EdD in Leadership and Learning, Aspen University
Hall, William - Doctor of Nursing Practice, Aspen University
Hamilton, Julie - MSN, Regis University
Hargiss, Kathleen - Doctor of Philosophy, University of South Florida
Harris, Dana - Doctor of Philosophy, Capella University
Hijazi, Sam - DBA, University of Sarasota
Holden, David - Master of Science in Nursing, Kaplan University
Hollinger, Arnelia - Master of Science, Drexel University
Holzer, Angela - Doctor of Education in Leadership and Learning, Aspen University
Huggins, Elena - Master of Education, Arizona State University
Hunter, Taj-Marie - Doctor of Education, Aspen University
Jaramillo, Monica - Doctor of Nursing Practice, Chamberlain University
Jones, Michael - PhD, Walden University
Jorgensen, Katherine - Master of Science, Salem State College
Kalb, Stephen - Doctor of Nursing Practice, Aspen University
Kane, Todd - MED, Northcentral University
Karlberg, Kathy - Doctor of Nursing Practice, Grand Canyon University
Keenan, Megan - Doctor of Nursing Practice, Grand Canyon University
Kehm, Bonny - PhD. in Education, Capella University
Kelly, Renee - Doctor of Nursing Practice, Capella University
Kennon, Theresa - Doctor of Nursing Practice, Virginia Commonwealth University
Kinnear, Susan - Doctor of Nursing Practice, Chatham University
Kirschner, Robin - Doctor Nursing Practice, Touro University Nevada
Koenig, Alexis - Doctor of Education, William Howard Taft University
Kost, Charles - Doctor of Education, Grand Canyon University
Lazau, Marius - Master of Business Administration, Palm Beach Atlantic University
Lease, Sara - Master of Science in Nursing, University of Phoenix
LeCouve, Tisha - Doctor of Nursing Practice, Aspen University
Lekan, Deborah - Doctor of Philosophy, UNC-Greensboro
Lemke, Carrie - DNP, Grand Canyon University
Lockridge, Marlene - Doctor of Philosophy, Oklahoma City University
Lookingbill, Tracy - Doctor of Nursing Practice, Aspen University
Loux, Matt - Doctor of Management, Colorado Technical University
Lowery, Yvette - Doctor of Nursing Practice, South University
Lynch, Megan - Master of Nursing, Sacred Heart University
Makhani, Shahnaz - Doctorate of Nursing Practice,

Chamberlain University
Malik, Zahid - Doctor of Science in Computer Science, Aspen University
Mangan, Christopher - Doctor of Education, Northcentral University
Manocchi, Patricia - Doctor of Nursing Practice, Aspen University
Marcuccilli, Linda - PhD Nursing, Wayne State University
Marion, James - PhD in Organization and Mgmt., Capella University
Martin, Sharon - PhD. in Nursing, Rocky Mountain University of Health Professions
Martindale, Sara - Doctor of Nursing Practice, University of Texas-Arlington
Martinez, Juan - Juris Doctor, University of Detroit Mercy
Martinson, Suzanne - Doctor of Philosophy, Grand Canyon University
Marzilli, Colleen - Doctor of Nursing Practice, University of Tennessee
Mason, Brenda - Doctor of Philosophy, Walden University
Mason, Ebony - Doctor of Business Admin, Walden University
Mathews, James - Master of Arts, Northern Arizona University
Mauch, Kathryn - Doctorate of Education, Liberty University
McAfee, Patricia - Doctor of Nurse Practice, Walden University
McDermott, Sandi - Doctor of Nursing Practice, Texas Christian University
McGhee, Antwuan - Master of Science, Alabama State University
McGill, Lori - Doctor of Nursing Practice, Chatham University
McKenzie, Brook - Master in Teaching, City University
McLaughlin, Nicole - Doctor of Education, University of Phoenix
McNeill, Keven - Master of Public Admin., Anna Maria College
Miller, Barbara - EdD-Healthcare Ed, Nova Southeastern University
Misher, Shakeeka - DNP, Capella University
Modi, Asmita - Doctor of Computer Science, Colorado Technical University
Mohi, Negean - Master of Fine Arts, Florida Atlantic University
Morris, April - Doctor of Nursing Practice, American Sentinel University
Morris, Christina - Master of Science in Nursing, Grand Canyon University
Mueller, Linda - Doctor of Nursing, American Sentinel University
Murphy, Stacy - Doctor of Nursing Practice, Post University
Murr, Alexandra - Doctor of Nursing Practice, University of Toledo
Nardelli, Robert - Doctor of Professional Studies, Pace University
Newman, Denise - Master of Science in Nursing, Aspen University
Newport, Austin - Master of Liberal Arts, Harvard University
Nguyen, Dan - Doctor of Philosophy in Management, Walden University
Nicoletti, Joseph - MA, Rutgers University
Novak, Andrea - PhD-Community Health 2, Walden University
Oellig, Gina - Master of Education, Grand Canyon University
Oestmann, Eric - PhD in Human Services, Southwest University
Oestmann, Joanna - EdD, Argosy University
Oja, Kenneth - Doctor of Philosophy, Arizona State University
Olin, Teresa - Doctor of Education, Aspen University
Oraka, Ebele - Doctor of Nursing Practice, Walden University
Orr, Emily - EdD Higher Education Leadership, Aspen University
Overturf, Jennifer - Doctor of Nursing Practice, American Sentinel University
Padovano, Cara - Doctor of Nursing Practice, Rutgers University
Palomino, Nydia - Doctorate of Education, Argosy University
Paul, Julia - Doctor of Nursing Practice, University of South Alabama
Pearce, Margaret - Doctor of Philosophy, Nova Southeastern University
Petty-Alexander, Mary - DNP, Chamberlain University
Pierce, James - Master of Science, University of Illinois Chicago
Pishock, Ryan - DNP, Holy Family University
Plecity, Linda - Master of Science in Nursing, University of Phoenix
Poindexter, Dawn - Master of Science, Virginia Commonwealth University
Radcliffe, Sharon - Doctor of Nursing Practice, American Sentinel University
Randall, Jeannie - Doctor of Nursing Practice, American Sentinel College of Nursing and Health Sciences
Ray, Tiney - Doctor of Nursing Practice, Walden University
Reason, Lisa - PhD, Capella University
Reed, Andrea - Doctor of Nursing Practice, University of Missouri-Kansas City

Remy, Heidi - EdD-Org Leadership, Aspen University
Reyes, Jimmy - Doctor of Nursing Practice, University of Iowa
Rochin, Elizabeth - Doctor of Philosophy, East Carolina University
Rogers, Terrence - Doctor of Education, Northeastern University
Rosedale, Andre - Master of Science in Criminal Justice, Aspen University
Roussell, Ashley - Doctor of Nursing Practice, South University
Ryan, Brittany - Master in Business Administration, American Intercontinental University
Sadik, Sue - PhD-Educational Admin, University of South Carolina
Sadulski, Jarrod - PhD-BA, Northcentral University
Scarlatti, Shirley - Doctor of Nursing Practice, American Sentinel College of Nursing and Health Sciences
Schiavone, Deborah - Doctor of Nursing Science, The Catholic University of America
Schimmel, Sandra - Doctor of Philosophy, Medical University of South Carolina
Schleicher, William - Doctor of Education, Slippery Rock University
Severin, Stacy - Master of Science in Nursing, SUNY-Polytechnic Institute
Shiaw, Horn-yeu - Doctor of Philosophy, Tufts University
Silver, Carman - PhD. in Pharmacy, Hampton University
Simmons, Sandra - Doctor of Philosophy, Capella University
Simoneaux, Mae - DNP, American Sentinel University
Singh, Raj - Doctor of Philosophy, University of Louisianna-Lafayette
Smith, Blair - Doctor of Philosophy, Capella University
Smith, Daniel - PhD, Arizona State University
Smith, Ron - Master of Criminal Justice, Boston University
Spear, Wendy - Master of Science, Western Governor's University
Stansifer, Sheryl - Doctor of Nursing Practice, Graceland University
Stoten, Sharon - Doctor of Nurse Practice, Purdue University
Sturgeon, Martha - Doctor of Nursing Practice, Oakland University
Sullivan, Angie - Master of Arts, Purdue University
Tarantino, Iveth - Doctor of Medicine, International University
Tedesco, Christina - Doctor of Nursing Pracice, Sacred Heart University
Teres, Colleen - Master of Science in Nursing, Grand Canyon University
Terrell, Ellis - Master of Liberal Studies, University of Purdue University Fort Wayne
Terry, Nicole - Master of Education, Grand Canyon University
Thompson, Barry - Doctor of Education, Liberty University
Trabanco, David - Doctor of Nursing Practice, Florida International University
Trabanco, Isabel - Master of Social Work, Florida International University
Ubani, Tochi - Doctor of Nursing Practice, Walden University
Udy, Mont - Master of Science in Nursing, Aspen University
Vanderpal, Geoffrey - Doctor of Business Administration, Nova Southeastern University
Vang, AnnMarie - DNP, Aspen University
Vangeest, Jamie - Master of Science, Minnesota State University
Velasquez-Sedito, Marlene - DNP, University of Miami
Vitale, Angela - Doctor of Philosophy, Walden University
Wade, Robert - PhD. in Education, Capella University
Wallace, Margo - Doctor of Nursing Practice, Touro University Nevada
Warren, Kimberly - Master of Science in Nursing, Western Governor's University
Weiss, Joel - Master of Business Administration, Grand Canyon University
Wells, Richard - Doctor of Philosophy, Northcentral University
White, Da-Vida - Doctor of Nursing Practice, American Sentinel College of Nursing and Health Sciences
Whitman, Michelle - Doctor of Education, Grand Canyon University
Womack, Chessie - Master of Science in Nursing, University of North Alabama
Wright, Brian - PhD-BA, Northcentral University
Yeager, Ruth - Doctor of Nursing Practice, Samford University
Young, Lynda - Master of Education, Grand Canyon University
Zimmerman, Daniel - Doctor of Management, Colorado Technical University
Zybell, Tammy - Doctorate of Nursing Practice, Chamberlain 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:

Cecelia Howard, Title IX Coordinator

4605 E. Elwood St., Suite 300, Phoenix, AZ 85040

Phone: (800) 373-7814

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

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

Diversity Statement

In alignment with its mission to *offer 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 is committed to diversity in its faculty, administration, staff, students, and practice to meet the needs of all aspiring to acquire a quality education. Aspen is committed to non-discrimination in the delivery of its educational services and employment opportunities. The University does not 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 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
4605 E. Elwood Street, Suite 300
Phoenix, AZ 85040

Phone: (800) 373-7814
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

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

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

Aspen University administrative offices will be closed on the following dates between September 2025 and August 2026:

- November 11th
- November 27th
- November 28th
- December 24th
- December 25th
- January 1st
- January 19th
- February 16th
- May 25th
- July 4th

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.

Use of Content and Copyrights

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

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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

IN NO EVENT WILL ASPEN UNIVERSITY OR ANY OF ITS OFFICERS, DIRECTORS, SHAREHOLDERS, EMPLOYEES, AFFILIATES, OR AGENTS BE LIABLE TO STUDENTS OR ANY THIRD PARTY FOR ANY INCIDENTAL, INDIRECT, SPECIAL, OR CONSEQUENTIAL DAMAGES (EVEN IF ASPEN UNIVERSITY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES), ARISING OUT OF THEIR USE OF OR INABILITY TO USE THE SITE, INCLUDING, WITHOUT LIMITATION, THE LOSS OF REVENUE OR ANTICIPATED PROFITS, LOSS OF GOODWILL, LOST BUSINESS, LOST DATA, COMPUTER FAILURE OR MALFUNCTION, OR ANY AND ALL OTHER DAMAGES OR LOSSES. BECAUSE SOME STATES DO NOT ALLOW THE EXCLUSION OR LIMITATION OF LIABILITY FOR CONSEQUENTIAL OR INCIDENTAL DAMAGES, IN SUCH STATES, ASPEN UNIVERSITY'S LIABILITY IS LIMITED TO THE GREATEST EXTENT PERMITTED.

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
4605 E. Elwood St., Suite 300
Phoenix, AZ 85040

Financial Information and Policies

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

Financial Aid

Financial Aid Code of Conduct

Payment Methods

Refund Policy

Tuition

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 (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) and cost of attendance.

The 2025-2026 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,
- 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 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.

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.

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

General Information

Aspen University's policy on paying all Student Credit Balances is modeled after the policies and regulations governing credit balances from the Department of Education. A Title IV credit balance occurs whenever the university credits Title IV program funds to a student's account and those funds exceed the student's charges. Any subsequent disbursements will be held to cover those charges for a student with an account balance within the same academic year/loan period. The university can also

hold up to $200 for any prior academic year charges.

Title IV funds consist of federal student aid awarded from programs administered by the U.S. Department of Education. Title IV funds include:

- Direct Subsidized loan
- Direct Unsubsidized loan
- Federal Pell Grant
- Direct Plus Loan

Paying Student Credit Balances

All applicable Title IV credit balances will be automatically processed and posted to the student's account as soon as possible but no later than 14 days after:

- The date the balance occurred on the student's account if the balance occurred after the first day of class of a payment period; or
- The first day of classes of the payment period if the credit balance occurred on or before the first day of class of that payment period.

To lower fraudulent activities, a paper check will be mailed to the student's home address on file with the university. The student is the only individual authorized to take ownership of the check. Students may update their home address at any time via their student portal. The only exception is for student accounts with Parent PLUS loans. During the Parent PLUS loan application and approval process, the parent can select themselves or the student to receive the refund. If the parent selects themselves to receive the credit balance, 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.

Outstanding Checks

Stale Dated: Checks are only valid for 90 days after the issuance date. Checks still outstanding after 90 days will be voided, and the university will attempt to contact the student for the next 30 days for an updated address; if there is no response from the student, then the funds will be returned to the federal student aid program.

Returned Check: If a check is returned undeliverable by the United States Postal Service, the university will void the original check and attempt to contact the student for the next 30 days for an updated address; if there is no response from the student, then the funds will be returned to the federal student 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 and DPH)*	N/A	$535 per credit hour
DNP and DPH 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).

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.

By electing the Monthly Payment Plan (MPP) option, you expressly authorize Aspen University and its authorized third-party agents to obtain, review, and use your consumer credit report and related information for the purpose of evaluating your eligibility for the MPP. This credit check will constitute a soft inquiry on your credit

report. Approval of the MPP is conditioned upon your TransUnion credit score being at least 600, and any credit inquiry or related action will be conducted in compliance with applicable federal and state laws, including the Fair Credit Reporting Act and applicable adverse-action requirements.

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.

Aspen University applies funds to student accounts in the following order:

- Federal Grants (Pell, FSEOG)
- Federal Loans (Direct Subsidized, Direct Unsubsidized, PLUS Loans)
- State Grants
- Other Federal Payments (VA, TA, HRSA, NNEI, etc.)
- Employer Payments
- Outside Scholarships
- 529 Plan Payments
- Private Loans
- Student Payments by Related Party
- Student Payments

Federal Funds Paid by the Student to the University

Per 34 C.F.R. § 668.28, schools must now report as federal funds received by the school cash payments from students that are derived from federal fund sources paid directly to the student. To comply with the regulation, students must disclose to the school any federal funds used to make cash payments to the school. Students should email or mail such notice to sa@aspen.edu or mail to Aspen University, Attn: Student Accounts, 4605 E. Elwood St., Suite 300, Phoenix, AZ 85040. Examples would be Chpt. 30 or Chpt. 35 VA tuition and fees benefits paid directly to the student that the student then in turn uses to make a cash payment to school. Note: IRS refunds nor payroll derived from a federal agency for which a student works, which are used to pay tuition and fees to the school, are not considered federal funds and do not need to be reported.

Payment Policy

Delinquent accounts will be sent to an external collection agency.

The University may report information to credit bureaus. Late payments, missed payments or other defaults on your account may be reflected in your credit report. If you believe we have reported inaccurate information about this Agreement to a consumer reporting agency, or if you believe you have been a victim of identity theft in connection with this Agreement, you may notify the consumer reporting agency or write to us to the address below or at another customer service address that we may provide you in writing.

Aspen University
Attention: Credit Reporting Disputes
4605 E. Elwood St., Suite 300
Phoenix, AZ 85040

You must include the following in your letter:

- your name and the Agreement number;

- identification of the specific information that is in dispute;
- an explanation of the basis for the dispute;
- supporting documents that substantiate the basis for your dispute.

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.

If a student receives third-party funds (employer payments, government funds, military payments, 529 payments where the student is not the account owner, etc.) and payment exceeds tuition and fees, Aspen University will adhere to any instructions provided by the original payor regarding the handling of the refund. If no instructions are provided, the refund will be returned to the original payor. The student will be responsible for any amount of tuition and fees owed after refunds to all payers.

Cancellation Policy

Students may cancel their enrollment with Aspen University, without penalty or obligation, and obtain a refund of charges paid through the first seven (7) calendar days from the start of the program, or the start of the seventh day after enrollment, whichever is later.

If a student cancels, any payments received shall be returned within 30 calendar days following the receipt of your written notice to withdraw the program. The university charges a non-refundable Student Finance Processing Fee of $250 upon the student's registration of their first course. This non-refundable fee covers administrative and operational costs associated with student account setup and enrollment-related services. The fee is assessed once per enrollment, program change, or readmission requiring a new enrollment agreement. The fee is non-refundable, including for students who do not matriculate or otherwise do not begin attendance. Whether the student matriculates (stays enrolled through Day 8 of the first course) or not, the fee is not refundable.

To cancel your enrollment with the University you must submit a written request. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the enrollment agreement. Students may complete this in person, mail, or electronically (e.g., student portal, student email). Notification must be emailed to the student's enrollment advisor or emailed to admissions@aspen.edu.

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.

Kansas Students Only: Refunds will be issued within 60 days of the last day of attendance or within 60 days from the receipt of payment if the date of receipt of payment is after the student's last date of attendance.

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.

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.

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 256.183(1)(g).

Oregon Students Only: In accordance with Oregon Administrative Rule (OAR) 583-030-0035(18)(c), Oregon students are eligible for a prorated tuition refund up to and including the middle week of the term. For 8-week courses, Oregon students who withdraw during or before week 4 are entitled to a 50% refund of tuition. Refund percentages are prorated on a weekly basis leading up to the midpoint of the term, based on unused instructional

time. This policy supersedes Aspen University's general refund structure for students residing in Oregon.

Refund of Other Fees

Non-Refundable Fees

Fee Type	Amount	Frequency
Student Finance Processing Fee*	$250	one time
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

*Effective January 1, 2025

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.

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	$475
Bachelor's Degree*	$275
Master's Degree	$475
Doctoral Degree**	$655

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

** The DNP program are $740 per credit hour.

Fees

Non-Refundable Fees

Fee Type	Amount	Frequency
Student Finance Processing Fee+	$250	per enrollment
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)*	$0.00 per $1,000 of institutional charges	per program enrollment
Wire Transfer	$40	per request

+Non-refundable fee for all students assessed when students register for their first course.

*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

Indirect Costs for the School of Nursing and Health Sciences

Aspen University strives to maintain affordable tuition rates to support underserved groups in accessing education. However, preceptors and clinical sites may independently charge fees for precepting students. If a preceptor or site charges a fee, it typically ranges from $50 and higher per course, and Aspen does not establish or regulate these charges. Students are responsible for addressing these fees directly with their preceptor or clinical site. Students are responsible for negotiating payment directly with their preceptor/site or placement service. If a student opts to utilize a placement service, students are responsible for communicating the respective preceptor/mentor and field experience site requirements to the placement service agency.

In addition, some locations and clinical placements require students to purchase supplemental general and malpractice insurance. Students are responsible for paying and maintaining the policy during the placement period.

Student Finance Processing Fee

The university charges a non-refundable Student Finance Processing Fee of $250 upon the student's registration of their first course. This non-refundable fee covers administrative and operational costs associated with student account setup and enrollment-related services. The fee is assessed once per enrollment, program change, or readmission requiring a new enrollment agreement. The fee is non-refundable, including for students who do not matriculate or otherwise do not begin attendance. Whether the student matriculates (stays enrolled through Day 8 of the first course) or not, the fee is not refundable.

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

Academic Information and Policies

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

Academic Calendar and Locations

Academic Freedom Policy

Academic Integrity Student Commitments

Academic Progress and Participation

Administrative Withdrawal and Dismissal

Admission Requirements

Appeal Policy

Code of Conduct

Complaints and Grievance Policies

Continuous Enrollment Policy

Course Extension Policy

Course Late Registration and Drop/Withdrawal Policies

Course Numbering System

Credit Hour Policy

Emergency Procedural Adaptation Policy

Family Educational Rights and Privacy Act

Good Academic Standing

Grading Policy

Graduation Requirements

International Students

Late Work Policy

Leave of Absence Policy

Posthumous Degree Policy

Readmission Policy

Reuse Work Policy

Simultaneous Program Enrollment

Satisfactory Academic Progress

Student Identity Policy

Student Support Services

Student Status

Substance Use and Abuse Policy

Transfer Credit Policy

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.

2026-2027 Online Academic Calendar

Start Date	End Date
09/08/2026	11/02/2026
09/22/2026	11/16/2026
10/6/2026	11/30/2026
10/20/2026	12/14/2026
11/03/2026	12/28/2026
11/17/2026	1/11/2027
12/1/2026	1/25/2027
12/15/2026	2/8/2027
12/29/2026	2/22/2027
1/12/2027	3/8/2027
1/26/2027	3/22/2027
2/9/2027	4/5/2027
2/23/2027	4/19/2027
3/9/2027	5/3/2027
3/23/2027	5/17/2027
4/6/2027	5/31/2027
4/20/2027	6/14/2027
5/4/2027	6/28/2027
5/18/2027	7/12/2027
6/1/2027	7/26/2027
6/15/2027	8/9/2027
6/29/2027	8/23/2027
7/13/2027	9/6/2027
7/27/2027	9/20/2027
8/10/2027	10/4/2027
8/24/2027	10/18/2027

The University closes in observance for the following holidays or academic breaks:

2026 Year

Labor Day - September 7th, 2026

Columbus Day/Indigenous Peoples Day - October 12th, 2026

Veterans Day - November 11th, 2026

Thanksgiving Day - November 26, 2026

Day After Thanksgiving Day - November 27th, 2026

Christmas Eve - December 24th, 2026

Christmas Day - December 25th, 2026

2027 Year

New Year's Day - January 1st, 2027

Martin Luther King Jr. Day - January 18th, 2027

President's Day - February 15, 2027

Memorial Day - May 31st, 2027

Juneteenth - June 18th, 2027

Independence Day - July 4th and 5th, 2027

Aspen University's main administrative office is located in Phoenix, Arizona at 4605 East Elwood Street, Suite 300, Phoenix, AZ 85040.

Academic Freedom Policy

The right to academic freedom is the right of every faculty member. Academic freedom is defined as the freedom of thought and expression as it applies to teaching, publication, oral presentation, and extramural activities. It includes the right of faculty members to choose and use materials that they deem appropriate to program or course goals in their classes without interference.

Institutions of higher education exist for the common good. The welfare and strength of Aspen University and of society at large depend on the uninhibited search for truth and its free expression. Academic freedom is based upon the premise that scholars are entitled to immunity from coercion in matters of thought and expression, and on the belief that the mission of Aspen University can be performed only in an atmosphere free from administrative or political constraints and tolerant of thought and expression. Academic freedom is fundamental for the protection of the rights of both the faculty in teaching and the student in learning. Academic freedom is also essential to protect the rights of the faculty to freely discuss and debate all ideas, however controversial or unpopular, within Aspen University or before the broader community. The exercise of academic freedom cannot serve as cause for discipline, dismissal, or non-reappointment. Academic freedom does not include communication or material presented in class that constitutes discrimination, sexual harassment, illegal behavior, or encourages students or others to engage in criminal or unethical behavior.

In the event a faculty member's choice of course materials are challenged, the burden will be on the challenger to establish by clear and convincing, material evidence that the challenged material is academically inappropriate for the course. The Provost's Office will be the academic administrator charged with oversight of this process. Determination as to the appropriateness of the course material in question will be made within 60 calendar days of the date that the Provost's Office receives a written challenge to the academic appropriateness of the material in question.

Notwithstanding the broad right of faculty members to select and use academically appropriate materials for their courses, faculty members should be sensitive to the possibility that some students in a course may find certain materials to be personally offensive. Faculty members can elect to alert students at the beginning of their courses to any potentially controversial course materials.

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. 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, 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. 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
- Code of Conduct
- Responsible Use of Artificial Intelligence
- Plagiarism

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.

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.

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.

- Government-Issued Photo Identification- In order to verify the identity of our applicants, government-issued photo identification is required. Acceptable forms of identification include a driver's license, non-driver photo ID, US passport, US passport card, foreign passport, or tribal card. Applicants must provide copies of both the front and back of their identification. Military ID cannot be accepted.

- 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; students in this situation may reapply to the university per the Readmissions policy 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 policy.

- Nursing Essential Functions Form- 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.

- 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

Bachelor's Degree Programs

Applicants must demonstrate the following:

- Completed application
- Government-issued photo identification
- 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
- Government-issued photo identification

- 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.

Doctoral Degree Programs

Doctoral Degree Programs

Applicants must demonstrate the following:

- Completed application
- Government-issued photo identification
- 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
- Government-issued photo identification
- 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 degrees eeking 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
- Government-issued photo identification
- 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. Every appeal must include documentation. Documentation from medical offices or employers must be on official letterhead; insufficient documentation may result in denial of the

appeal. 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 should complete the above 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 should complete the above 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 should complete the above 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 should complete the above Appeal Form. Decisions will be rendered within 10 business days of receipt of the completed appeal form and documentation.

Artificial Intelligence Policy

1. Policy Statement

Aspen University (AU) supports responsible artificial intelligence that advances its mission to offer high-quality, responsibly priced distance-learning education that supports students in achieving their educational and professional goals. AI should expand access, strengthen learning and student support, improve institutional effectiveness, and prepare students for an AI-enabled workforce while preserving academic quality, human relationships, privacy, security, fairness, accessibility, and trust.

AI is not a replacement for faculty, advisors, staff, academic leaders, or student effort. People remain accountable for teaching, mentoring, assessment, advising, support, and consequential decisions. AI may assist, but it may not serve as the sole basis for a decision that materially affects a student, applicant, employee, academic outcome, financial status, access to services, disability accommodation, conduct outcome, clinical placement, or other significant interest.

Academic Core

Course and assignment expectations control student AI

use. Faculty retain authority to define appropriate use within institutional policy and program requirements. Students remain responsible for the originality, accuracy, attribution, evidence, and integrity of all submitted work.

2. Purpose and Objectives

This policy establishes institution-specific rules for AI use at AU while aligning with the enterprise AI governance framework. It is intended to support DEAC expectations, federal distance-education requirements where applicable, and continuous improvement in student learning and success.

- Provide clear expectations for students, faculty, staff, applicants, researchers, contractors, and vendors.
- Preserve the validity of learning outcomes, assessment, academic integrity, faculty judgment, and required instructor interaction.
- Protect education records, financial-aid information, health or clinical information, employee records, research data, and other institutional information.
- Require human oversight, notice, correction, complaint, and appeal protections for high-impact student-facing AI.
- Establish risk-based approval, testing, vendor review, monitoring, record-keeping, incident response, and retirement requirements.
- Promote responsible AI literacy, critical evaluation, ethical use, and workforce readiness.

3. Scope, Authority, and Policy Hierarchy

This policy applies to AU students, applicants, faculty, staff, administrators, researchers, contractors, agents, and vendors when they use AI for university education, employment, research, clinical or field activity, administration, communication, or services; use university systems or data; or represent the use as an AU activity.

It applies to stand-alone and embedded AI, free and paid tools, personal accounts used for university work, open-source models, generative AI, predictive analytics, AI-enabled automation, chatbots, tutoring systems, learning analytics, academic-integrity tools, proctoring or identity systems, synthetic media, and agentic AI.

- The AIGC governs enterprise standards, risk classification, approved tools, high-impact use cases, vendor controls, public claims, and cross-entity systems.
- AU academic leadership and appropriate faculty governance retain authority over academic policy, curriculum, program outcomes, faculty expectations, assessment, grading, academic integrity, student academic rights, and accreditation evidence.
- Faculty may set course and assignment AI expectations within this policy and applicable program or academic requirements.
- Applicable law, regulation, accreditation requirements, clinical or field-partner rules, contracts, accommodations, research requirements, records obligations, and stricter university policies control where they impose additional requirements.
- Approval of a tool does not authorize every use; approval of a use case does not grant access to data, content, or systems otherwise restricted.

This policy remains in effect while AU operates and throughout any approved merger, transfer, teach-out, transition, or closure period until superseded by a duly adopted successor policy. Student protections, faculty responsibility, record integrity, academic authority, and regulator and accreditor requirements continue without interruption during transition.

4. Definitions

Term	Definition
Accountable Human	A person with appropriate authority and subject-matter knowledge who reviews AI-supported work, exercises independent judgment, and remains responsible for the resulting decision, action, communication, or record.
Agentic AI	An AI system that can plan or carry out multi-step tasks, call tools, access systems, send communications, change records, initiate transactions, or take other actions with limited human intervention.
AI Incident	An event or near miss involving unauthorized disclosure, security compromise, harmful or discriminatory output, significant error, improper automation, intellectual-property concern, policy violation, unsupported public claim, or other material adverse effect involving AI.
AI System	A machine-based system that infers from inputs to generate predictions, recommendations, classifications, content, or actions. The term includes generative AI, machine learning, predictive analytics, AI-enabled automation, and embedded AI features.
Approved AI Tool	An AI system authorized for a defined entity, purpose, user group, data classification, and risk level through the AIGC-approved process. Approval of a tool does not approve every possible use of that tool.
Generative AI	AI that produces or transforms text, code, images, audio, video, data, or other content in response to prompts or other inputs.
High-impact AI	AI that informs, recommends, automates, or materially influences a decision or service affecting a student, applicant, employee, financial interest, academic outcome, legal or compliance obligation, public statement, or other significant interest.
Institutional Data	Data created, received, maintained, licensed, or controlled by or for the entity, including student, employee, financial, operational, academic, research, security, legal, contractual, and strategic information.
Material AI Use	Use of AI that meaningfully contributes to the substance, analysis, expression, coding, evidence, recommendation, decision, or final form of work, rather than merely correcting spelling, formatting, or other routine mechanics.
Restricted Data	Information requiring the highest level of protection, including education records and student PII, financial-aid information, nonpublic financial or investor information, employee records, health or clinical information, credentials and security data, privileged legal information, and other information designated restricted by policy or law.
AI-assisted Academic Work	Student or faculty work in which AI contributes to ideas, language, analysis, code, images, translation, feedback, research, or another substantive element.
Course AI Expectations	The faculty-established rules for AI use in a course or assignment, consistent with this policy, program requirements, academic governance, accreditation, and learning outcomes.
Student-facing AI	An AI system that communicates with a student or applicant, provides guidance or support, analyzes student data, or influences a service, opportunity, assessment, status, or decision affecting the individual.

5. Responsible AI Principles

5.1 Student success and mission

AI initiatives must address a defined educational or institutional need and improve, or reasonably be expected to improve, learning, support, access, affordability, workforce relevance, service quality, compliance, or institutional effectiveness.

5.2 Human-centered education

AI should strengthen the work of faculty and staff and create more time for meaningful teaching, advising, mentoring, feedback, and student care. It must not erode faculty responsibility or reduce students to automated scores or labels.

5.3 Academic integrity and AI literacy

The University will address both misuse and responsible use. Students should learn to question AI, verify evidence, identify bias and limitations, protect data, disclose material use, and apply AI ethically in academic and professional settings.

5.4 Privacy, security, fairness, and accessibility

AI use must minimize data, protect confidentiality, resist security threats, provide accessible alternatives, and be evaluated for bias, differential impact, and barriers affecting protected or vulnerable groups.

5.5 Transparency, review, and accountability

Students and other affected people should know when they are interacting with AI or when AI materially supports a high-impact process, understand limitations appropriate to the context, and have access to human assistance and established review channels.

5.6 Evidence and continuous improvement

AI must be piloted and measured where appropriate, with evidence tied to student learning, student success, service quality, accuracy, fairness, accessibility, and institutional effectiveness. Evaluation should support student achievement, program outcomes, qualified faculty performance, distance-education quality, truthful public information, institutional accountability, and continuous improvement.

5.7 Distance education and instructor responsibility

AI may support distance education, but it may not be counted as a qualified instructor or used to replace faculty-supervised grading, meaningful instructional engagement, or the regular and substantive interaction required by applicable federal requirements. Automated reminders, chatbots, and tutoring are supplemental unless an authorized faculty member substantively engages and remains responsible.

6. Governance and Responsibilities

6.1 Artificial Intelligence Governance Committee

- Approve institution-wide and high-impact AI use cases, tools, integrations, vendors, risk classifications, conditions, exceptions, and retirements.
- Maintain the AI inventory, approved-tool registry, risk register, decision records, incident records, and monitoring expectations.
- Require privacy, security, compliance, legal, accessibility, academic, financial-aid, HR, research, clinical, accreditation, or vendor review as appropriate.
- Govern public statements and claims about AI capability, student outcomes, learning, service, savings, personalization, compliance, or competitive advantage.

6.2 Academic leadership and faculty governance

Academic leaders and applicable faculty governance establish program and institutional academic requirements, ensure alignment with learning outcomes and accreditation, resolve conflicts among course practices, and review AI uses that affect curriculum, assessment, grading, academic integrity, or faculty responsibility.

6.3 Faculty

Faculty must communicate course and assignment expectations, design valid assessments, review AI-supported teaching or grading materials, protect student data, provide substantive academic judgment and interaction, use approved tools, and follow academic-integrity and due-process requirements.

6.4 Students

Students must follow course and assignment rules, use only authorized data and tools, disclose material AI use, verify output and sources, protect information belonging to other people, preserve evidence of process when required, and submit work that truthfully demonstrates their own competence.

6.5 Administrative and control functions

Role	Minimum Responsibility
Business or academic owner	Purpose, risk, resources, approval, human oversight, training, records, metrics, monitoring, incidents, and retirement.
Technology and cybersecurity	Architecture, access, secure integration, logging, testing, continuity, and incident response.
Privacy, compliance, and legal	FERPA and privacy, financial-aid and consumer requirements, civil rights, contracts, records, notices, complaints, and exceptions.
Accessibility and disability services	Accessible evaluation, accommodations, alternatives, and prevention of AI-created barriers.
Registrar, financial aid, advising and student services	Qualified human decisions, accurate records, student notice, correction, escalation, and appeal.
Research or clinical leadership	IRB, sponsor, publication, clinical-partner, patient or participant, and professional requirements.
Procurement and vendors	Due diligence, protective terms, vendor monitoring, and exit.

7. AI Risk Classification and Approval

Risk is based on use, data, affected people, scale, automation, integration, reversibility, and consequences. The same product may have different risk levels in different courses, departments, or workflows.

Risk Level	Typical characteristics and example	Approval standard
Prohibited unless explicitly approved	Unapproved restricted data; autonomous high-impact decisions; impersonation or deceptive synthetic media; unsupported public claims; unlawful, discriminatory, malicious, or contractually prohibited uses.	Not permitted unless the AIGC grants a written, narrowly scoped exception after all required reviews.
Low risk	General productivity using public or non-sensitive information, such as brainstorming, formatting, or summarizing public material in an approved tool.	Permitted after required training and subject to general use rules. No separate use-case approval is ordinarily required.
Moderate risk	Internal workflows, drafts, de-identified analysis, approved coding assistance, or limited-impact automation that does not make or materially influence a high-impact decision.	Documented owner, approved tool, data review, validation, and approval under an AIGC-designated process.
High impact	Student-facing tools; predictive analytics using student data; advising alerts; academic, financial-aid, HR, marketing, compliance, or other consequential decision support.	Full AIGC review plus relevant privacy, security, legal, compliance, accessibility, HR, finance, and academic review. Human final authority is required.
Enterprise-critical	Cross-entity or high-volume systems; agentic AI with external actions; significant financial,	Documented AIGC decision, accountable executive, controlled pilot,

accreditation, public-company, cybersecurity, or operational risk.	monitoring plan, incident and continuity controls, and periodic reauthorization.

- Low-risk academic or productivity use is permitted only in an approved tool and within the rules of this policy, the course, and the assignment.
- Any use involving identifiable student data, grading, advising alerts, financial aid, admissions, academic standing, conduct, accommodations, clinical placement, employee decisions, or public claims is at least high impact unless the AIGC documents otherwise.
- Agentic AI that can change records, send messages, submit forms, make transactions, or act in external systems is high impact or enterprise-critical and requires explicit approval for each action scope.
- Material changes in tools, models, data, integration, scale, automation, or purpose require reassessment and may require renewed approval.

8. Student Academic Use of AI

8.1 Course and assignment expectations

Faculty must state the permitted level of AI use in the syllabus, assignment instructions, or another clear course communication. Requirements may vary by assignment. Program or accreditation requirements may impose stricter rules. Course expectations should identify approved or prohibited tools, required disclosure, permitted stages of work, evidence of process, and consequences of misuse.

When course or assignment instructions are silent, students may use approved AI for low-risk learning support such as brainstorming, study questions, concept explanation, or routine spelling and grammar assistance, but may not submit AI-generated or materially AI-rewritten content as their own work. Any material use must be disclosed.

8.2 Student responsibilities

1. Follow the most specific applicable rule: law or clinical requirement, University policy, program requirement, course syllabus, assignment instruction, and faculty direction.
2. Remain the author and decision maker. Understand, verify, and be able to explain every submitted idea, statement, calculation, citation, code segment, image, or conclusion.
3. Check facts, sources, quotations, citations, data, calculations, and professional or clinical claims. AI-generated sources may be false or misrepresented.
4. Disclose material AI use in the form required by the instructor. Disclosure does not make otherwise prohibited use acceptable.
5. Do not enter education records, patient or client information, classmate work, confidential employer or clinical-partner information, exam materials, answer keys, licensed course content, or other restricted information into an unapproved AI tool.
6. Retain drafts, prompts, outputs, notes, version history, or reflection sufficient to demonstrate the work process when required by the course or a good-faith academic-integrity review.
7. Use AI in a manner consistent with professional ethics, program competencies, licensure expectations, and the need to demonstrate personal mastery.

8.3 Prohibited academic conduct

- Using AI during an examination, quiz, competency check, proctored activity, clinical evaluation, or other restricted assessment without express authorization.
- Submitting AI output, translation, code, analysis, images, or media as original unaided work when independent work is required.
- Fabricating or altering sources, quotations, data, interviews, research participants, clinical experiences, clinical hours, patient records, lab results, reflections, or evidence.
- Using AI to impersonate another person, complete work for another student, defeat identity verification, evade academic-integrity controls, or conceal prohibited use.
- Uploading work created by another person, unpublished research, instructor materials, examinations, publisher content, or confidential information without authority.
- Relying on AI to perform professional, clinical, legal, or safety-critical judgment that the student is required to demonstrate personally

Responsibility for submitted work

A student may not defend inaccurate, fabricated, biased, infringing, or prohibited work by stating that an AI tool produced it. The student remains responsible for the submission and for compliance with course expectations.

9. Faculty and Academic Use of AI

9.1 Course design and instructional materials

Faculty may use approved AI to assist with brainstorming, examples, outlines, question banks, rubrics, simulations, accessibility drafts, and content review when the use supports course and program outcomes. Faculty must independently evaluate accuracy, currency, level, inclusivity, accessibility, source integrity, copyright, and alignment before student use.

- Material AI-generated course content must be reviewed and revised by qualified faculty. It must not be presented as authoritative merely because it is fluent or polished.
- Faculty may not upload restricted student information, identifiable student work, unpublished scholarship, publisher materials, answer keys, or confidential institutional content into an unapproved tool.
- Required AI tools must be approved, reasonably accessible, compatible with accommodations, and accompanied by an alternative when a student cannot lawfully or accessibly use the tool.
- Faculty should teach students how AI may fail, how to verify it, how to disclose it, and how responsible use connects to the discipline and profession.

9.2 Feedback and grading

AI may assist with drafting feedback, organizing rubric evidence, or identifying patterns only in an approved environment and under active faculty supervision. Faculty must review the underlying work and make the final evaluative judgment. AI may not independently assign a final grade, make a pass/fail decision, determine competency, or issue substantive feedback without faculty review.

9.3 Faculty-student interaction

AI-generated announcements, reminders, tutoring, or responses may supplement but not replace required and meaningful faculty interaction. Faculty must remain identifiable, available, responsible for the course, and substantively engaged in teaching, feedback, discussion, and student support. Automated activity alone does not establish instructor interaction.

9.4 Faculty scholarship and professional work

Faculty are responsible for originality, accuracy, authorship, disclosure, research integrity, professional standards, and publisher or sponsor requirements. AI may not be listed as an author, and generated citations, analyses, data, and images must be verified and disclosed as required.

10. Assessment, Academic Integrity, and AI Detection

10.1 Assessment validity

Assessments must provide credible evidence of the stated learning outcomes and the competence personally demonstrated by the student. Programs and faculty should redesign or supplement assessments when unrestricted AI would defeat the outcome. Appropriate methods may include staged drafts, process notes, source checks, oral explanation, live demonstration, individualized application, supervised practice, reflection, or comparison and critique of AI output.

10.2 Academic-integrity review

A concern about AI misuse must be handled under applicable academic-integrity procedures and due process. Evidence should consider assignment rules, the work process documented by the student, drafts, sources, explanations, metadata where lawfully available, and the substance of the work.

10.3 AI-detection tools

- An AI-detection score or automated authorship estimate may not be the sole evidence of misconduct or the sole basis for an adverse academic decision.
- Detection tools must be institutionally approved before use, including review of privacy, data retention, vendor training, accuracy, bias, accessibility, and contractual treatment of student work.
- Faculty must not upload student work to an unapproved detector or external service.
- A student must have a fair opportunity to understand the concern, provide context or process evidence, and use the established review or appeal process.

10.4 Identity verification and proctoring

AI-enabled identity verification, biometric matching, behavior analysis, or remote proctoring requires high-impact approval, notice, data minimization, security, accessibility, a nonpunitive resolution path for technical failures, and qualified human review before an allegation or adverse decision. Automated suspicion, gaze, motion, emotion, or anomaly signals are not conclusive evidence.

11. Student-Facing and Administrative AI

11.1 General protections

A student-facing AI system must identify itself as automated when a reasonable person might believe it is a human, state relevant limitations, avoid implying that it can make decisions it cannot make, and provide a clear path to qualified human assistance. Student support must remain available when the system is unavailable, inaccessible, inaccurate, or inappropriate.

11.2 High-impact decisions

AI may inform but may not independently make final decisions concerning admissions, financial-aid eligibility or satisfactory academic progress, academic standing, grading, competency, transfer credit, clinical or field placement, disability accommodations, student conduct, enrollment status, withdrawal, graduation, or access to a university service or opportunity.

- The person responsible must review relevant source information, consider context not available to the model, and have authority to override the recommendation.
- The University must provide an established means to correct inaccurate data and seek human review or appeal of an adverse decision.
- Records must identify the AI contribution, responsible reviewer, final action, material override, and notice provided.
- A predictive score, risk flag, or engagement indicator may be used to offer support, not to stigmatize, punish, or create an unapproved eligibility barrier.

11.3 Advising, outreach, and early alerts

AI-supported advising and early alerts must use validated data, proportionate outreach, respectful language, and human context. Risk indicators must not be treated as diagnoses or facts. Owners must monitor false positives and negatives, differential outreach, student response, intervention completion, and whether the system improves support rather than simply increasing contact volume.

11.4 Financial aid

AI may assist with workflow, document organization, reminders, quality checks, or decision support only in approved systems. Qualified financial-aid personnel retain responsibility for eligibility, satisfactory academic progress, verification, professional judgment, packaging, disbursement, return-of-funds, and adverse communications. Student financial information may not be entered into unapproved AI.

11.5 Marketing, enrollment, and communications
AI-generated or personalized communications must be accurate, accessible, nondeceptive, approved for the data used, and reviewed before publication or high-volume delivery. Bots must not misrepresent themselves as people, pressure applicants through fabricated urgency, claim guaranteed outcomes, or use sensitive traits for unapproved targeting.

12. Research, Clinical, and Professional Uses

12.1 Research and scholarship

- Researchers must follow IRB, sponsor, data-use agreement, grant, publication, professional, and research-integrity requirements. Approval of an AI tool does not replace research approval.
- Human-subject data, identifiable education records, confidential sponsor information, unpublished participant data, or restricted datasets may be used only in a specifically approved environment and protocol.
- AI may not be named as an author. Researchers remain accountable for methods, analysis, code, data, citations, images, interpretation, disclosure, and reproducibility.
- Synthetic data or AI-generated material must be clearly identified and evaluated for whether it preserves or distorts the characteristics needed for the research.
- AI-assisted literature review must include source verification; generated citations may not be relied on without checking the underlying work.

12.2 Clinical, practicum, and field education

- Patient, client, student, site, or partner information may not be entered into an unapproved AI system. De-identification must satisfy the applicable context

and partner requirements.

- AI may not independently diagnose, prescribe, create patient-care orders, determine clinical eligibility, make placement decisions, or replace supervision by qualified professionals.
- Students and faculty must not fabricate clinical documentation, hours, encounters, reflections, assessments, or site records with AI.
- Clinical and field partners may impose stricter rules. The stricter rule applies, and partner systems may be used only for approved purposes.
- Approved simulations or AI-supported practice must be labeled as simulated, pedagogically validated, accessible, and followed by qualified feedback where required.

13. Data Privacy, Security, and Vendor Governance

13.1 Data rules

The University will protect education records, student PII, grades, attendance, learning-management activity, advising notes, financial-aid information, employee records, applicant information, health or clinical information, research data, credentials, legal information, and other restricted data. Only the minimum data needed for an approved purpose may be used.

- Public or non-sensitive information may be used in an approved tool subject to copyright, licensing, accuracy, and course rules.
- Confidential or restricted information may be used only in an environment approved for the specific data and use case, with documented authority, access, retention, deletion, and vendor protections.
- Prompts, outputs, embeddings, logs, transcripts, fine-tuning data, model feedback, and generated profiles are institutional data when created for University work.
- Personal accounts and consumer tools may not be used for restricted University data even when a user has enabled a privacy setting.
- Users must not place passwords, access tokens, answer keys, security details, privileged information, or clinical secrets in a general AI prompt.

13.2 Security and agentic controls

Systems must use controls appropriate to risk, including least privilege, multifactor authentication, encryption, logging, secure integration, testing for prompt injection and data leakage, monitoring, backups, incident response, and shutdown or rollback. Agentic AI requires narrow permissions, rate and transaction limits, human confirmation for consequential actions, audit logs, and a kill switch.

13.3 Vendors and embedded AI

AI vendors and embedded platform features require review of data ownership, training and reuse, retention and deletion, subprocessors, security, breach notification, accessibility, performance, bias, human oversight, auditability, intellectual property, service changes, public claims, and exit. A vendor update that introduces AI or changes data use may not be enabled until reviewed.

14. Accessibility, Fairness, and Civil Rights

- AI systems used for instruction, assessment, communication, application, employment, or student services must be evaluated for accessibility and compatibility with assistive technology. An accessible alternative and human assistance must be available when needed.
- Approved disability accommodations and assistive technology are governed through established accessibility processes. Faculty should not prohibit accommodation-related AI function without consulting the appropriate office.
- Models, data, thresholds, and workflows must be evaluated for differential impact across relevant groups and for proxies that may reproduce protected characteristics or socioeconomic disadvantage.
- The University may not use AI to discriminate, retaliate, harass, or deny equal access. A system that produces inequitable outcomes must be corrected, limited, paused, or retired even if average accuracy appears acceptable.
- Automated translation, captioning, or accessibility content must be reviewed when an error could materially affect rights, safety, academic requirements, or understanding.

Owners of high-impact AI must document the populations assessed, known limitations, complaint patterns, overrides, false positives and negatives, and remedial action. Fairness review is ongoing, not a one-time procurement check.

15. Transparency, Intellectual Property, Records, and Accreditation

15.1 Transparency and disclosure

- Student-facing bots and automated communications must be identified as AI when the recipient could reasonably believe a person is responding.
- Material AI use in academic work, research, course content, institutional reports, and public communications must be disclosed as required by the course, profession, publisher, sponsor, contract, or University process.
- Notices should explain purpose, limitations, relevant data use, human assistance, and review options in language appropriate to the audience and risk.

15.2 Intellectual property and likeness

Users must respect copyright, license, trademark, confidentiality, publicity, and contractual rights. They may not upload work created by another person, proprietary course content, unpublished research, licensed publisher material, or voice or likeness without authority. AI output must be checked for copied expression, false attribution, fabricated sources, and rights concerns before use.

15.3 Records

Official decisions and records must be maintained in authorized systems. High-impact use must retain enough information to reconstruct the approved system and version, data sources, material output, human reviewer, final decision, notices, overrides, complaints, and monitoring. Records must follow retention schedules and legal holds.

15.4 Accreditation and public representations

AI may assist with drafting or organizing accreditation materials, institutional reports, catalogs, websites, or marketing, but authorized personnel must verify every factual representation and preserve the underlying evidence. Confidential accreditor materials and nonpublic institutional data may not be entered into unapproved AI. Claims about learning, student success, retention, completion, outcomes, personalization, efficiency, savings, compliance, or proprietary AI must be accurate, supportable, appropriately limited, and approved.

16. Training and AI Literacy

The University will provide foundational and role-based AI education. Access to certain systems may be conditioned on successful completion of training or demonstration of competence.

- Students: course expectations, integrity, verification, disclosure, privacy, bias, source evaluation, intellectual property, professional ethics, and discipline-specific applications.
- Faculty: assignment design, assessment validity, student communication, detection limitations, approved tools, privacy, accessibility, feedback and grading controls, research integrity, and required instructor interaction.
- Advisors and student-service staff: limitations of predictive scores, respectful outreach, data correction, human review, documentation, escalation, and student-support metrics.
- Financial aid, registrar, admissions, disability services, HR, research, clinical, marketing, technology, and leadership: role-specific legal, operational, data, security, fairness, and approval controls.
- System owners and reviewers: validation, monitoring, model change, incident response, vendor oversight, records, and decommissioning.

AI literacy should be integrated into programs where it supports learning outcomes and workforce relevance. Integration must be purposeful and should teach students to evaluate and govern AI, not merely operate a tool.

17. Incidents, Complaints, Exceptions, and Enforcement

17.1 Incidents and correction

Suspected exposure of restricted data, security compromise, harmful or biased output, material error, inaccessible process, fabricated evidence, improper high-impact decision, unapproved automation, or public misstatement must be reported promptly through established University and AIGC channels. The owner must contain the issue, preserve records, support affected persons, and participate in investigation and remediation.

17.2 Student and employee questions or complaints

Students and employees may ask how an AI-enabled process works, seek human assistance, report inaccurate data or harmful output, and use established complaint, grievance, appeal, accessibility, academic-integrity, privacy, or employment processes. Good-faith questions

and reports must not result in retaliation.

17.3 Exceptions

An exception must be written, time-limited, purpose-specific, and approved by the AIGC and appropriate academic or control authority. It must identify scope, data, users, controls, monitoring, expiration, and exit. An exception cannot waive law, accreditation, clinical-partner, or due-process requirements.

17.4 Enforcement

Violations may result in loss of access, removal of a tool, correction of records or work, academic-integrity action, employment or contract action, remediation, or referral under applicable policies. Decisions must follow established due process and must not rely solely on AI output or detection.

18. Review and Continuous Improvement

The AIGC and University academic leadership will review this policy at least annually and after a material incident, legal or accreditation change, major model or vendor change, new high-impact capability, or organizational transition. Review should consider evidence from students, faculty, staff, incidents, complaints, monitoring, audits, learning outcomes, student success, accessibility, and vendor performance.

The University may issue standards, procedures, templates, syllabus language, approved-tool lists, training, and implementation deadlines under this policy. Material amendments require documented approval through the appropriate governance process.

19. AU Distance-Education Safeguards

19.1 Qualified faculty control

Qualified faculty retain responsibility for course delivery, academic judgment, substantive feedback, grading, and evaluation of student achievement. AI may organize or draft information, but faculty must supervise and validate the academic process and remain responsible for its quality.

19.2 Regular and substantive interaction

- Course design must identify instructor-led activities that meet applicable requirements and are initiated, scheduled, or substantively carried out by qualified instructors.
- Automated messages, generic bot responses, prerecorded content, adaptive practice, or AI tutoring may support learning but do not by themselves establish required instructor interaction.
- Faculty must monitor student progress, respond to academic needs, provide substantive feedback, and be available through published channels and expectations.
- AI metrics may help identify students who need support, but outreach and intervention must be contextual, respectful, and overseen by qualified personnel.

19.3 Student achievement and assessment integrity

Programs must ensure that assessment evidence reflects the knowledge and skills personally demonstrated by the student and that AI use does not mask a failure to achieve course or program outcomes. Faculty-supervised grading, identity safeguards, academic-integrity procedures, and program assessment must remain reliable and documented.

19.4 Distance student support

AI-supported service should improve timely access and completion without eliminating human help. Students must be able to reach qualified staff for academic, advising, financial-aid, disability, complaint, and technical matters. Service metrics should measure resolution and student outcomes, not only automation volume or response speed.

19.5 Truthful distance-education information

Catalog, website, enrollment, program, completion, licensure, cost, faculty, and student-outcome information must remain accurate and supportable. AI may assist drafting or personalization but may not create misleading performance claims, fabricated testimonials, guaranteed outcomes, or false representations about faculty involvement.

Appendix A. Course AI Use Designations

Faculty should select and communicate the designation that best preserves the learning outcomes for each course or assignment. A designation does not override approved accommodations, program rules, or a stricter legal, clinical, sponsor, or accreditation requirement.

Designation	Student rule	Appropriate use
Prohibited	Students may not use generative AI for the identified course or assignment except an approved accommodation or expressly permitted assistive function.	Use when independent performance is essential to the learning outcome and AI would invalidate the assessment.
Limited or permission-based	AI may be used only for the activities, tools, stages, or purposes expressly listed by the instructor. Material use must be disclosed.	Use when selected AI support is pedagogically useful but core work must remain independently produced.
Permitted with disclosure	Students may use AI as a learning or production aid, but must follow attribution, verification, privacy, and process requirements and disclose material use.	Use when critical evaluation and responsible AI use are part of the learning design.
Required or structured	The assignment requires specified AI use, comparison, critique, documentation, or reflection. The instructor defines approved tools and evidence of process.	Use when AI competence is an explicit learning objective.

Model Syllabus Statement

Course AI expectations

The use of artificial intelligence in this course is governed by the AI designation and assignment instructions provided by the instructor. Students must use only permitted tools and purposes, protect confidential information, verify all output and sources, disclose material AI use, and remain able to explain and defend the submitted work. When instructions are silent, AI may support brainstorming or study but may not generate or materially rewrite work submitted for credit.

Appendix B. AI Use Disclosure

When disclosure is required, the instructor may prescribe a format. A complete disclosure ordinarily includes:

- Tool and, when known, model or version.
- Date or period of use.
- Purpose of use, such as brainstorming, outlining, coding support, translation, feedback, data analysis, or image generation.
- How the output was checked, changed, rejected, cited, or incorporated.
- Any instructor-required prompt or output record, provided that the record does not disclose restricted or third-party confidential information.

Sample disclosure

Example: I used an approved generative AI tool to brainstorm possible structures for the literature review. I independently located and read the cited sources, rejected unsupported suggestions, and wrote the final analysis in my own words. I retained the prompt and output as required and the submitted work reflects my own understanding.

Appendix C. High-Impact AI Approval Packet

The following information is required for high-impact and enterprise-critical use cases and may be required for moderate-risk use:

1. Executive summary and clear problem statement.
2. Named accountable executive, business owner, system owner, and implementation owner.
3. Affected entity or entities, users, and stakeholders.
4. Expected value, mission alignment, alternatives considered, and why AI is appropriate.
5. AI tool, model, version, deployment method, integrations, plugins, connectors, and agentic capabilities.
6. Data inventory, classification, source, quality, minimization, retention, access, and deletion plan.
7. Privacy, FERPA, financial-aid, employee, health or clinical, and confidentiality analysis as applicable.
8. Cybersecurity architecture, threat assessment, testing,

logging, access control, business continuity, and incident response.

9. Vendor due diligence and contractual protections, including training or reuse of inputs and outputs.
10. Legal, regulatory, accreditation, academic, accessibility, civil-rights, and intellectual-property review as applicable.
11. Human oversight model, nondelegable decisions, escalation path, and human fallback.
12. Notice, disclosure, consent, correction, complaint, and appeal mechanisms where applicable.
13. Testing and validation plan, including accuracy, reliability, hallucination, bias, subgroup effects, accessibility, and security.
14. Success metrics, baseline, acceptance thresholds, limitations, and evidence plan.
15. Pilot scope, duration, authorized users, training, and change-management plan.
16. Monitoring plan for performance, drift, differential impact, user experience, incidents, model changes, and vendor changes.
17. Recordkeeping requirements, system-of-record treatment, retention schedule, and audit trail.
18. Budget, total cost of ownership, staffing, dependency, and value-realization analysis.
19. Communications plan, including controls for public, student-facing, accreditor, and investor-related claims.
20. Exit, suspension, rollback, data return or deletion, and decommissioning plan.

Appendix D. Student-Facing Minimum Controls

Control	Minimum requirement
Purpose and owner	Defined student need, named accountable owner, approved scope, and documented alternatives.
Notice	Clear identification of AI when appropriate, purpose and limitation notice, data-use information, and human contact path.
Human authority	Qualified person makes final high-impact decision, can override, and reviews context outside the model.
Data	Minimum necessary data, documented authority, accurate source, correction process, access control, retention, and deletion.
Validation	Accuracy, false positives and negatives, bias and subgroup effects, accessibility, security, usability, and representative testing.
Support and appeal	Human assistance, correction, complaint, grievance, or appeal through established processes; no retaliation.
Monitoring	Performance, drift, outcomes, differential effects, overrides, complaints, incidents, model changes, and user feedback.
Records and exit	Decision traceability, system-of-record treatment, required retention, rollback, continuity, data deletion, and retirement.

Code of Conduct

Code of Conduct

The University is committed to upholding a learning environment in which all members of the community are held to the highest standards of conduct consistent with respect for the law, fulfillment of contractual obligations, consideration for the rights of others, and a high level of personal integrity. All members of the University may face sanctions when not behaving in a manner consistent with the mission and policies of Aspen University both on- and off-campus.

Students should refer to the Student Code of Conduct Handbook available on the University Website for more information.

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.

Issue	How to Report	For More Information	Primary University Contact
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	Academic Advisor
Accommodations-Related Issues- including misapplication of approved accommodations	Email accessibility@aspen.edu	Accessibility and Accommodations	Regulatory Specialist
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	Academic Advisor
Code of Conduct- including plagiarism, academic dishonesty, or conduct issues	Email advising@aspen.edu	Code of Conduct Policy	Academic Advisor

Discrimination or Harassment - including harassment or unfair treatment related to being a member of a protected class	Email titleix@aspen.edu	Equal Opportunity	Title IX Coordinator
Sexual Misconduct, Harassment, or Violence- including acts involving students, staff, faculty, or other university representatives	Email titleix@aspen.edu	Title IX Statement	Title IX Coordinator

All other complaints and grievances outside of the types listed above should be reported via the below processes.

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

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 with the link below, or 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.

Arizona State Board for Private Postsecondary Education: http://ppse.az.gov

- Connecticut students who have a complaint that is not satisfactorily resolved should contact the Connecticut Office of Higher Education.
  Emily Bjornberg
  Senior Consultant
  Academic Affairs
  Connecticut Office of Higher Education
  450 Columbus Blvd, Suite 707
  Hartford, CT 06103
  Emily.Bjornberg@ct.gov
  www.ohe.ct.gov
  860-947-1824 (office)

- 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 Aid. Prospective or current students with questions or complaints about Aspen University may contact the Commission at:

Contact Information:
Agency: Iowa Department of Education - Bureau of Iowa College Aid
Address:400 E. 14th St Des Moines, IA 50319
Toll-free Telephone:(877) 272-4456
Online Student Dispute Resolution Request: https://educate.iowa.gov/higher-ed/student-complaints

- North Carolina Residents:

The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the Student Complaint Policy (PDF) and submit their complaint using the online complaint form at https://studentcomplaints.northcarolina.edu/form. For more information contact: North Carolina Post-Secondary Education Complaints 223 S. West Street, Suite 1800 Raleigh, NC 27603 (919) 962-4550 To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: http://www.ncdoj.gov/complaint. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address: Consumer Protection Division Attorney General's Office Mail Service Center 9001 Raleigh, NC 27699-9001

- 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

- Oregon Residents:

  Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access our complaints web page.

- 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.aacnnursing.org/ccne-accreditation

Continuous Enrollment Policy

Students are required to maintain Continuous Enrollment throughout their degree program. To maintain continuous

enrollment, students must either be currently active in a course or scheduled to begin a course within the next two start dates. Students must attend (matriculate in) courses in which they are registered. Additionally, students must continue to engage in courses, not exceeding 14 consecutive days of nonparticipation, see Participation Policy.

In the event the student does not attend a course within the next two starts of their last date of attendance and is not on an approved Leave of Absence, the student will be administratively withdrawn from the university.

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.

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 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 for more information. Per the Academic Progress and Participation Policy, 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, 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.

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 and for Good Academic Standing 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 and for Good Academic Standing 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. Before withdrawing from a course, please review the Satisfactory Academic Progress Policy and Good Academic Standing Policy. 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.

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 Numbering System

Number Definitions

The number by which a course is designated indicates the level of the course:

- 100-299: Lower-division courses primarily for freshman and sophomores
  - 100-199: Primarily introductory and beginning courses
  - 200-299: Intermediate-level courses
- 300-499: Upper-division courses primarily for juniors and seniors
  - 300-399: Advanced, intermediate-level courses
  - 400-499: Advanced-level courses
- 500-799: Graduate-level courses
- 800-999: Doctoral-level courses

Criteria for Upper/Lower-Division Coursework

Lower-division courses are generally designed to provide students with a broad background in general education as well as introductory programmatic coursework. This lower division coursework equips students with the foundation needed for advanced study, enhances critical thinking

skills, and provides students with a diverse educational background, exposing them to new concepts, theories, and perspectives.

Upper-division courses are degree-specific courses that provide students with the in-depth knowledge needed to be successful in their field of study. These courses build upon the foundation provided by lower-division coursework and continue to enhance the critical thinking skills, knowledge base, and degree-specific theories and methods needed to be successful post-baccalaureate.

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.

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. It calculates only GPA which is the qualitative standard.

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

Financial Aid Repeated Coursework Policy

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

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

Examples:

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

- Full 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.

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 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. At Aspen University, the language of instruction is English and all assignments must be submitted in English.

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 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 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 and applicable university policies.

The minimum passing grade for a proctored assessment in an undergraduate program is 70%. The minimum passing grade for a proctored assessment in a graduate program is 80%.

Students must receive a passing grade on their proctored assessment assignment to be eligible to pass the course in which it takes place.

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 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 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.

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.

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.

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 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

The language of instruction at Aspen University is English and all assignments must be submitted in English. 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 at 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.

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 (LOA) if they require an extended period of time away from their studies. Students may request an LOA by completing the Leave of Absence form located in the Student Portal. A student cannot begin an LOA while enrolled in a course. Students must have completed a course at Aspen University before they are eligible for a leave of absence.

Once an LOA is approved, the student must participate in their next course prior to the end date of their LOA or risk being administratively withdrawn from the University.

The maximum allowable time for an LOA is 180 calendar days within one calendar year from the student's last date of attendance. All approved LOAs are granted for up to 180 calendar days starting from the last date of attendance, but the student may return to their program sooner by enrolling and participating in a course. Students who do not enroll and participate in a course within two start dates of their last date of attendance and who are not on an approved LOA will be administratively withdrawn from the university for violating the Continuous Enrollment Policy.

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. Therefore, students will be considered withdrawn for financial aid purposes. When an academic LOA is approved, the student must participate in their next term prior to the end date of their LOA. Students who do not participate in their next term prior to their end date may be Administratively Withdrawn from the University.

Financial Aid recipients are responsible for meeting with the Office of Financial Aid prior to beginning an academic Leave of Absence. The Office of Financial Aid will explain how the academic Leave of Absence may impact the student's financial aid eligibility.

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 Deadline Notice

The University will be accepting readmission students. A readmission student must meet the following requirements: (a) was fully matriculated, (b) had successfully completed at least one credit-bearing course, and (c) had taken a course within the past two years (since January 2024).

Once accepted, students must register for a course within the next two start dates and attend (matriculate) in the courses for which they are readmitted. Failure to do so will result in the student being administratively withdrawn.

In addition, students must maintain Continuous Enrollment, meet Participation Policy, and remain in Good Academic Standing, click on each policy for more details.

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 contact an Enrollment Advisor who will email the link to the applicant. Once the application is completed, an Enrollment Advisor will assist the student with the readmission process. Exceptions to entrance GPA admissions requirements may be considered for 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 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
- 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 prior to readmission; only if the student's appeal is approved can the student reapply to the university. Students should review the Appeal Policy 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.

Readmission into a Discontinued Program

- **Eligible for Readmission**

Previously Enrolled Students in Discontinued Programs
Students who *formally enrolled* and earned credit in discontinued program before it was removed from the catalog.

- **Not Eligible for Readmission**
  Applicants Who Never Started the Program
  Students who applied or were accepted but never registered for or began coursework in a discontinued program.

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 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.

Reuse Work Policy

Retake

To retake a college course means that a student is enrolling in the same course again after having previously taken all or part of a course, usually to improve their final grade or their understanding of the material. There are several reasons why a student might choose to retake a course:

- **Grade Improvement**: If a student is dissatisfied with their final grade in a particular course, they may retake it to attempt to achieve a higher grade. Please note as per the Course Retake Policy, the grade for the previous course attempt will be updated to an "R" on the transcript, which stands for "Retake". The new grade will then be reflected as a separate attempt, and will replace the previous grade regardless of whether it is higher or lower, or a withdrawal.
- **Incomplete or Failed Course:** If a student receives a W, WA, or U grade, they might retake the course to fulfill degree requirements or to address academic deficiencies.
- **Understanding the Material:** Some students retake courses to understand the material better. This could be due to personal reasons, challenges during the initial attempt, or a desire to strengthen their knowledge in a particular subject.

Resubmitting
Resubmitting a paper, assignment, initial discussion post, or journal entry when retaking a course only after a previous attempt in the same Aspen University course. Resubmission is allowed without penalty, but efforts must be made to revise the initial submission to reflect further understanding and knowledge of the topic. This is not considered self-plagiarism; students must cite their previous work in the references.

Repurposing
Using parts of a previously submitted assignment and/or initial discussion posts for work in a subsequent course belonging to a different course within the degree sequence. Repurposing is allowed only with prior permission from the instructor of the current course, proper self-citations, and substantial revisions.

Recycling
Submitting a previously submitted assignment, initial discussion post or reply, journal entry, or other work for a course to a different parent course as though it were new work. Recycling constitutes self-plagiarism and is not permissible.

Resubmission Policy:

- Instructors must be informed of the assignment resubmission prior to each submission. Students should email their faculty in advance to explain the reasoning for the resubmission and notify them of which assignments and/or coursework is being

resubmitted. Instructors may contact the Academic Advising department to confirm the student is retaking the course.

- Proper notification of the prior submission must be included on the resubmitted assignment. **This can be included in the Author Note section of the title page. Example: This assignment was originally submitted on [Give the date] for [Give the course and the instructor].**
- The resubmitted assignment will be graded like a new submission.
- The student is responsible for ensuring the reused assignment meets current course grading criteria and outcomes.

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 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 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.

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.

Provost's List

Aspen University recognizes students who complete their degree with at least a 3.95 GPA and who demonstrated consistent progression from course to course throughout their program by adding these students to a quarterly Provost's List.

Student ID Cards

Students may request a Student ID Card by emailing registrar@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, 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.

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 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 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.

Aspen University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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 of Science in Business Administration programs accept a maximum of 15 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.
- Undergraduate-level coursework in the RN–MSN Bridge Program is evaluated using bachelor's-level transfer credit criteria, while graduate-level coursework is evaluated using master's-level transfer credit requirements.

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.

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.

Discontinued Programs with Completion Dates

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. Below is a list of programs no longer accepting new students. It remains available only to students previously enrolled who are eligible to return under the Readmission Policy.

- **Associate of Applied Science in Early Childhood Studies**
- **Bachelor of Science in Business Administration**
- **Bachelor of Science in Early Childhood Studies**
- **Master in Business Administration with a specialization in Finance**
- Doctor of Nursing Practice (3-credit course program sequence)
    - 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
    - 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: April 19, 2027.
- Bachelor of Arts in Psychology and Addiction Studies
    - 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:November 19, 2027.

Historical information regarding programs that have been taught out can be found in past catalogs.

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 Science in Nursing (Pre-licensure) teach out ended January 1, 2024 (Arizona), May 6, 2024 (Tennessee), and September 9, 2024 (Florida and Texas).

Associate of Applied Science in Early Childhood Studies

Applications stopped being accepted September 1, 2025

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

Program Learning Goals:

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

1. **Child Development and Strategies of Support**: Introduce theories and research that focus on children's physical, cognitive, emotional, and social development. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence children's healthy development in all aspects of growth. This domain is aligned to the NAEYC Standard #1: Promoting Child Development and Learning.

2. **The Parent, Family, and Community Connection**: Introduce the importance and impact of the child's world outside of school and how those influences correlate with a child's success in school. Graduates will be able to apply this knowledge by designing programmatic strategies to include, empower, and value families and communities. This domain is aligned with the NAEYC Standard #2: Building Family and Community Relationships.

3. **Evidence-Based Decision Making**: Introduce a range of knowledge and skills for gathering and analyzing data that is used to inform decisions about children's development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the child's life. This domain is aligned with NAEYC Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families.

4. **Developmentally Responsive Pedagogy**: Introduce key instructional strategies that acknowledge each child's complex characteristics related to age, interests, background, and abilities. Graduates will examine how these variables interact with setting and will create conditions that promote growth through developmentally appropriate practices. This domain aligns with NAEYC Standard #4: Using Developmentally Effective Approaches.

5. **Multidisciplinary Integration and Teaching**: Develop foundational knowledge and skills for integrating multiple content areas so that learning is relevant, meaningful, and multidisciplinary. Graduates will implement knowledge of developmental milestones related to different subject areas (e.g., math, science, reading, writing, social studies, health and safety, technology, art and music) and design learning experiences that synthesize multiple subjects and that address the developmental level of the child. This domain is aligned with NAEYC Standard #5: Using Content Knowledge to Build Meaningful Curriculum.

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

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

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 Diversity	3
SBS200	Human Development	3
MAT201	Principles of Accounting II	3
SBS110	Introduction to Sociology	3
ECE109	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 Business Administration

Applications stopped being accepted September 1, 2025

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

Program Learning Goals:

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

1. **Professional Skills**: Apply learned professional administration and business management skills in multiple settings within a legal and ethical framework.
2. **Personal and Social Responsibility**: Contribute to the development of policies and procedures within business environments that demonstrate a sensitivity to the cultural diversity reflected in the changing demographics of society.
3. **Management and CommunicationSkills**: Utilize a variety of communication skills to foster improvements in management systems, processes, and organizations.
4. **Leadership**: Influence positive change through collaborative leadership within organizations using thoughtful analysis, critical thought, and applied concepts.

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 Early Childhood Studies

Applications stopped being accepted September 1, 2025

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

Program Learning Goals:

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

1. **Child Development and Strategies of Support**: Study theories and examine research that focus on children's physical, cognitive, emotional, and social development. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence children's healthy development in all aspects of growth. This domain is aligned to the NAEYC Standard #1: Promoting Child Development and Learning.

2. **The Parent, Family, and Community Connection**: Examine the importance and impact of the child's world outside of school and how those influences correlate with a child's success in school. Graduates will be able to apply this knowledge by designing programmatic strategies to include, empower, and value families and communities. This domain is aligned with the NAEYC Standard #2: Building Family and Community Relationships.

3. **Evidence-Based Decision Making**: Develop a wide range of knowledge and skills for gathering and analyzing data that is used to inform decisions about children's development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the child's life. This domain is aligned with NAEYC Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families.

4. **Developmentally Responsive Pedagogy**: Master a repertoire of instructional strategies that acknowledge each child's complex characteristics related to age, interests, background, and abilities. Graduates will examine how these variables interact with setting and will create conditions that promote growth through developmentally appropriate practices. This domain aligns with NAEYC Standard #4: Using Developmentally Effective Approaches.

5. **Multidisciplinary Integration and Teaching**: Develop knowledge and skills for integrating multiple content areas so that learning is relevant, meaningful, and multidisciplinary. Graduates will implement knowledge of developmental milestones related to different subject areas (e.g., math, science, reading, writing, social studies, health and safety, technology, art and music) and design learning experiences that synthesize multiple subjects and that address the developmental level of the child. This domain is aligned with NAEYC Standard #5: Using Content Knowledge to Build Meaningful Curriculum.

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

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

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 II: The Early Years	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: ECE101, ECE102, ECE103, & a general education elective.

Bachelor of Arts in Psychology and Addiction Studies

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

Doctor of Nursing Practice

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 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

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. T**heoretical 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

Master in Business Administration with a specialization in Finance

Applications stopped being accepted September 1, 2025

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: 30 Credits

Program Learning Goals:

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

1. **Ethics**: Exhibit the ethical standards that provide a framework for responsible decision making in business.
2. **Professional Skills**: Develop the critical analysis, problem solving, technical aptitude, and communication skills required in for-profit and not-for-profit organizational environments.
3. **Management Skills**: Analyze and apply the principles and practices of planning, organizing, coordinating, directing, and oversight that are required to leverage a project's internal interests in relation to the organization as a whole and to the total business, economic, political, technological, and social environments reflective of the particular MBA area of study.
4. **Management Strategies**: Evaluate and select strategies to manage a project or complex organization utilizing SWOT analyses and employing of action plans.
5. **Finance**: Apply the qualitative and quantitative finance skills needed to function successfully in either a corporate environment or as a small business owner.

Academic Schedule

Courses:

MGT500	Management	3
BUS530	Marketing Management	3
BUS560	Business Ethics	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

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 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

The University is currently not admitting new applicants into the Bachelor of Science in Health Care Administration Program.

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 University is currently not admitting new applicants into the Master of Public Health Program.

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's online RN to BSN completion program is designed for registered nurses with an associate degree or diploma in nursing who are looking to enhance their career mobility without an on-campus class requirement.

Flexibility is our priority because we know how tough it is to balance education and an already busy life. That's why we designed interactive, flexible, and facilitated online courses that can be tailored to your schedule. Courses start every 2 weeks and are only 8 weeks long, which means that in as little as 12 months, you could add BSN to your credentials.

CCNE accredited and awarded EEQ certification; our RN to BSN program offers a comprehensive online education that builds on initial nursing preparation with coursework 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.

Incorporating the latest advancements, our curriculum now includes assignments utilizing artificial intelligence (AI) applications. This equips nurses with the knowledge and skills to utilize AI technology for enhanced patient care and more efficient healthcare delivery.

Learn and receive 1-on-1 support from respected nursing leaders and instructors who are specifically trained in online-first education.

Network while you learn, and once you've graduated, you will join a community of over 7,000 Aspen University BSN graduates who are making a positive impact in the

healthcare field across the country.

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 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, (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)

The University is currently not admitting new applicants into the Master of Science in Nursing with a specialization in Informatics 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

The University is currently not admitting new applicants into the Master of Science in Nursing with a specialization in Informatics 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 (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

The University is currently not admitting new applicants into the Doctor of Nursing Practice Program.

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

Bachelor of Science in Early Childhood Studies (Completion Program)

The University is currently not admitting new applicants into the Bachelor of Science in Early Childhood Studies 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 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 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

The University is currently not admitting new applicants into Master of Education with a specialization in Curriculum Development and Outcomes Assessment Program.

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

The University is currently not admitting new applicants into Master of Education with a specialization in Educational Technology Program.

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 Across the Curriculum	3
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

The University is currently not admitting new applicants into Master of Education with a specialization in eLearning Pedagogy Program.

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 Across the Curriculum	3
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

The University is currently not admitting new applicants into Master of Education with a specialization in Transformational Leadership Program.

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
MED740	Ethics and Educational Law	3
MED780	Leadership Basics	3
MED781	Educational Innovation	3
MED782	Shaping School and Community Cultures	3
MED783	Communicating and Framing Leadership Issues and Decisions	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.

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
RSH900	Doctoral Writing and Inquiry into Research	3
EDD832	Human Potential and Motivation	3
EDN810	The Nature of Health Care Organizations and Systems	3
EDN812	Legal and Ethical Issues in Health Care Administration	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
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	3

	Development in Higher Education	
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 Enrollment Development	3
RSH916	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	3

	Results	
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	3
	Techniques	
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 into Research	3
EDD832	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 University is currently not admitting new applicants into Education Specialist with a specialization in Health Care Administration Program.

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	3

	Health Care Administration	
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 University is currently not admitting new applicants into Education Specialist with a specialization in Higher Education Leadership Program.

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 University is currently not admitting new applicants into Education Specialist with a specialization in K-12 Educational Leadership Program.

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 Education	3
EDD818	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 University is currently not admitting new applicants into Education Specialist with a specialization in Organizational Leadership Program.

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
EDO814	Adult Learning Theory	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

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 University is currently not admitting new applicants into Education Specialist with a specialization in Organizational Psychology Program.

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
EDP810	The Psychology of Leadership	3
EDP812	Foundations of Industrial and Organizational Psychology	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.

Certificate in eLearning Pedagogy

The University is currently not admitting new applicants into the eLearning Pedagogy Program.

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.

Degree Requirements: 15 Credits

Program Learning Goals

It is intended that graduates of the Aspen University Certificate in eLearning Pedagogy will learn or be able to do the following:

1. **Focus on Students and Learning**: Study theories of learning, while believing that all children can learn, and will examine how each learner has a unique set of strengths. Graduates will be able to apply this knowledge in order to optimize learning and to design settings that positively influence academic and personal growth by focusing on achievable goals and motivation.

2. **Intentional and Integrated Pedagogy**: Develop an understanding of curriculum and instruction so that student learning experiences are optimized. Graduates will be able to apply this knowledge by designing lessons that not only integrate a strong pedagogical framework but also is based on sound curricular design.

3. **Evidence-Based Decision Making**: Develop a wide range of knowledge and skills for gathering and analyzing data that is used to inform decisions about students' development, teacher effectiveness, and accountability, in order to connect teaching and learning. Graduates will apply their knowledge and skills related to assessment in responsible ways, using multiple types of data sources to collaborate with families and other educators/professionals in the student's life.

4. **eLearning Pedagogy**: Apply advanced level skills in effective online teaching, understand the most current practices in the field of online education, and implement the range of tools that impact student learning, classroom community, and instructor

pedagogy.

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, (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
BUS305	Business Research and Communications	3
BUS225	Legal Environment of Business	3
MGT215	Customer Relationship Management	3
MGT240	Operations Management	3
BUS320	Principles of Marketing	3
CIS315	Business Information Systems	3
MAT350	Quantitative Methods	3
MAT444	Finance for Managers	3
MGT464	Organizational Behavior	3
BUS454	Ethical Decision Making for Business	3
MGT414	Principles of Management	3
MGT474	Fundamentals of Project Management	3
BUS484	Entrepreneurship	3
CIS434	Internet Marketing	3
CIS490	Introduction to eBusiness	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 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: 30 Credits

Academic Schedule

Courses:		
MGT500	Management	3
BUS530	Marketing Management	3
BUS560	Business Ethics	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: 30 Credits

Academic Schedule

Courses:		
MGT500	Management	3
BUS530	Marketing Management	3
BUS560	Business Ethics	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

The University is currently not admitting new applicants into Doctor of Science in Computer Science Program.

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

The University is currently not admitting new

applicants into the Project Management Program.

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

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, binominal 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 ""dot com"" companies, but are also being adopted by established businesses as well. E-business is not just about new venture startups; it is also about transforming business to gain efficiencies. The references in the text for this course are fairly exhaustive and represent e-business practice as of the year 2003. The heavy reliance on trade journals is due to the rapidly evolving business environment. Information in trade journals typically precedes material found in textbooks, journals, or academic papers. Over the past fifteen years, the Internet has grown from a new way to communicate to a driver of technological transformation of business processes. The current focus has produced dramatic change in both pure-play e-business and traditional brick-and-mortar companies. This course will address the new technological environment that marketers are facing by introducing strategic considerations related to technology and technology implementation. The course will explore the basics of marketing exchange utilizing the information highway, multimedia techniques, database marketing, and interactive telecommunications and other e-business techniques. Prerequisites: All Required Liberal Arts and 100/200-Level

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 answer. 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 recommendation 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.

DPH- Doctor of Public Health

DPH 801 - Health Determinants, Disparities, Behavior & Promotion (4)

This course introduces students to theories and models common to public health and health education and promotion, which are essential to promoting healthy behavior change. Individual, interpersonal, and community theories and modules are explored as well as the most appropriate application. Students will identify health determinants and disparities and apply models and theories for promoting and designing effective health behavior

programs and interventions as part of their coursework. This course will include 50 hours of practical immersion experience.

Offered: Online.

DPH 805 - Organizational and Systems Leadership in Public Health (4)

This course will examine public health leadership theoretical frameworks, models, and paradigms that impact organizations and health care delivery systems; including primary care delivery systems that focus on health promotion and health education. This course will focus on organizational behavior and systems leadership. Students will explore personal and professional leadership development knowledge and skills required for advanced public health practice in various organizations and systems. An emphasis will focus on advanced public health practitioner roles in leadership, research, quality improvement, managing the business of health care, financing of health; including grant writing, and the economics of implementing organization and system change to improve culturally sensitive health care in diverse practice settings and with diverse populations. This course will include a proposal defense of the DPH890 Doctoral Project Capstone topic to the student's full project committee and 50 hours of practical immersion experience.

Offered: Online.

DPH 810 - Advanced Epidemiology in Public Health (4)

The course will allow students to understand the application of survey and research methodology in epidemiology, especially in the community setting. Theoretical aspects will be taught as an integral part of understanding the techniques of study design and community survey. Concepts to be covered include measures of disease occurrence, measures of disease risk, study design, assessment of alternative explanations for data-based findings, and methods of testing or limiting alternatives. Students will be expected to address an epidemiological question of interest to them, first developing the hypothesis and conducting a literature search, then developing a study design and writing, in several stages, a brief proposal for the study. Finally, this course allows students to choose a doctoral project capstone topic, assemble a project committee and begin to focus on the development of the study design with input from the student's assigned faculty mentor. Students will work on Chapter 1 of their manuscript. This course will include 50 hours of practical immersion experience.

Offered: Online.

DPH 820 - Public Health Policy & Advocacy (4)

This course will allow students to explore the roles health advocates assume how individuals working in public health settings might participate in advocacy strategies to affect policy. The focus is on frameworks for conceptualizing and promoting the right to health as well as strategies to give consumers more power in making decisions, defining issues, designing programs, and developing policies. Also, this course incorporates public health leadership theory and practices that are grounded in social science and sanctioned by public law. Students will also learn about the politics of communities and organizations. Advocacy is emphasized as a key tool to secure funding and to help assure that local, state, and federal policymakers will adopt, implement, and sustain important public health regulations, policies, and programs. The American Public Health Association is used as a source for identifying current legislative priorities for public health professionals. This course will include 50 hours of practical immersion experience.

Offered: Online.

DPH 830 - Global Public Health Education (4)

The course provides a survey of the field of global health, including health conditions, resources, and programs. Additional topics include the application of the principles of public health to health problems of countries around the world and global forces that affect health and health education. Topics covered include tobacco control, climate change, and environmental health; infectious and chronic diseases; infant mortality; women's health; occupational health issues; and human rights and ethics in global health and interventions. This course is designed to help students critically think about how to apply key concepts and skills that intersect with health behavior and health education to understand global health issues and analyze international health systems. Lastly, this course provides an overview of the structures and roles of international organizations like the World Health Organization (WHO) in global health, as well as the concepts of global health architecture and global health security. Other topics include global health economics and financing, global health determinants of disease and health, global health care and public health innovations, and health care and public health systems evaluation. This course will include CITI Training, IRB application submission and 50 hours of practical immersion experience.

Offered: Online.

DPH 840 - Strategic Planning and Financing in Public Health (4)

This course examines the theory and practice of strategic planning and financial management in health services and focuses on public and private organizations. The application of specific principles, concepts, and techniques of strategic planning and management for these different types of organizations will be addressed. The roles and responsibilities of public health and health services administrators in developing, implementing, monitoring, and revising strategy will also be examined including vulnerable populations. Students will be introduced to the characteristics and features of public budgets and how population health is impacted. Also, students will be introduced to how the theories and models of economics can be applied to the study of health and health care. This course will include 50 hours of practical immersion experience and implementation of the DPH project.

Offered: Online.

DPH 850 - Health Information Management and Informatics (4)

This course presents the knowledge, infrastructure, functions, and tools of health informatics. It explores technology, data, planning, management, and applications in public health and health care, including supporting vulnerable populations. The emphasis is on conceptual frameworks and a deeper level of engagement in systems applications. In addition, it focuses on the application of health technology. It is designed to familiarize students with core concepts and issues confronting public health professionals associated with the planning, implementation, and evaluation of information systems. This course provides an overview of information systems theory, processes, and applications, and how they relate to health policy and management. It also provides an understanding of data standards and requirements, and the critical concepts and practices in mapping and interpreting health information. This course will include 50 hours of a practical immersion experience.

Offered: Online.

DPH 860 - Advanced Biostatistics in Public Health (4)

This course will introduce students to a variety of surveys of data and data types. Specific topics include tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types. While there are some formulae and computational elements to the course, the emphasis is on data calculation and interpretation with codebooks as well as the visualization of data. Chapter 3 of the project manuscript must be completed as part of this course. Students are to work with their Chair on completing Chapter 3 and the project manuscript. Also, this course will include 50 hours of practical immersion experience.

Offered: Online.

DPH 870 - Evidence-based Practice & Research Methods in Public Health (4)

The course covers evidence-based practice and advanced research methodologies training for professionals utilized in public health. Students will learn about the steps of scientific research. The course includes the formulation of a research problem; selection of methods and study designs for a designing research project; and creation of a literature review which will be utilized as Chapter 2 for DPH890 Capstone. These topics will be discussed in detail in the context of critically reviewing literature and peer-reviewed articles to support evidence-based practice in public health. This course will include 50 hours of practical immersion experience.

Offered: Online.

DPH 880 - Public Health & Health Education Internship (4)

The purpose of this course is to provide all students with an applied, scholarly, and mutually beneficial experience in a public health practice setting that utilizes their knowledge, skills, and use of theoretical frameworks in public health. This experience augments the academic coursework, meets community needs, and provides students with an opportunity to integrate and apply public health competencies. Students are expected to demonstrate mastery of public health principles, values, and practice. All partner organizations must be approved by Aspen University. Applied practice experiences may involve governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. This course will include 120 hours of internship experience and the student will complete Chapter 5 of the project manuscript.

Offered: Online.

DPH 890 - Public Health & Health Education Doctoral Capstone (2)

The purpose of this individualized learning experience is to enable you to summarize the original comprehensive public health capstone project complete throughout the program. This capstone is intended to be the opportunity to defend your doctoral project and disseminate your findings of the substantial original applied project of your own authorship and is intended to encourage the application of theories, principles, and processes that you have studied in the DPH graduate courses to an actual public health-related problem. The student will complete the Proctored Comprehensive Exam during this course.

Offered: Online.

ECE-Early Childhood Education

ECE 101 - Family, School and Community (3)

This course explores the idea 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 incantations of distance learning simply meant bringing that which was presented in real time to a virtual learning space. Students review and identify eLearning environments that are highly engaging, have high levels of impact, and create levels of connectivity that inspire deeper levels of learning.

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)

This course provides a comprehensive overview of project management performance domains, focusing on essential concepts, processes, and best practices aligned with modern project management frameworks. Students will explore critical domains such as stakeholder engagement, team management, project planning, execution, delivery, measurement, and handling uncertainty. This course emphasizes practical application through discussions, and real-world project scenarios to help students develop the skills necessary for effective project leadership.

Offered: Online.

MGT 646 - Project Management Organizational Framework (3)

This course is the second in the MBA Project Management specialization and builds upon foundational project management principles. Students will apply advanced project planning and execution techniques using real-world methodologies aligned with PMI's PMBOK 6 and 7 frameworks. The course follows a continuous case study centered on NexTech Innovations, where students serve as project managers leading the development of SmartSync, an AI-powered home assistant. Through strategic planning, project sequencing, risk assessment, and execution strategies, students will develop the necessary skills to manage complex projects from initiation to implementation. By the end of the course, students will have hands-on experience in defining project scope, engaging stakeholders, and implementing execution methodologies to ensure project success within scope, time, and cost constraints.

Offered: Online.

MGT 647 - Project Management Integration Framework (3)

Organizations must adapt swiftly to changing market conditions and technological advancements in today's dynamic business environment. This course delves into Agile leadership and distributed decision-making, equipping MBA students with the skills to lead effectively in complex settings. Students will explore Agile methodologies, such as Scrum and Kanban, and understand how to foster a culture of continuous improvement and innovation. The course emphasizes the significance of shared leadership, empowering teams, and decentralized decision-making to enhance organizational agility and responsiveness.

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 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-intense 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 of 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 advise. 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.

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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