



ACADEMIC CATALOG

2014-2015



UNIVERSITY
of the ROCKIES™



UNIVERSITY *of the* ROCKIESSM

2014-2015 ACADEMIC CATALOG

Effective July 1, 2014

University of the Rockies provides an online version of this printed Academic Catalog. The Online Academic Catalog is an up-to-date, live version of this printed Academic Catalog, and includes all published Catalog Supplement updates. The Academic Catalog and Catalog Supplement are provided as PDF (Adobe® portable document format) files at www.rockies.edu/catalog-download and include effective publication dates and dates for policy and program changes. Due to expected, periodic updates to this printed Academic Catalog, please use the Online Academic Catalog at www.rockies.edu/catalog to access the most current policies, procedures, programs, and course information.

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TABLE OF CONTENTS

INTRODUCTION	1
Mission Statement of the University	1
Accreditation	1
Core Values	1
Self-Evaluation	2
Commitment to Diversity	2
History of the University	2
Institutional Memberships	2
Student Consumer Information	2
Rights to Change Requirements	2
State Regulatory Information	3
Ownership	3
Contact Information	3
STUDENT RIGHTS AND RESPONSIBILITIES	5
All Students Agree to Subscribe to the Following	5
Freedom of Inquiry and Expression	5
Exercise of Rights of Citizenship	5
Institutional Authority and Local, State, and Federal Penalties	5
Disability Support Services	6
Family Educational Rights and Privacy Act (FERPA) of 1974	7
Publicity and Photo Release	9
Changes to Records	9
Electronic Communication	9
Student Evaluation of Faculty and Course	9
Recording of Courses, Lectures, Supervision, or Presentations	9
Tuition Credit Request Policy and Procedure	9
Grade Appeals	10
Student Community Standards	10
Student Responsibilities Conduct Expectations	11
The Standards	11
Course Netiquette Rules	13
American Psychological Association (APA) Ethical Standards	14
Violation of Federal Copyright Laws	14
Conspiracy to Commit Fraud against the University	14
Jurisdiction over Student Conduct	14
Violations of Law	15
Special Provisions	15
Social Media Policy	16
Duty to Report a Crime	16
Academic Integrity Policy	17
Academic Integrity Violations	17
Consequences for Academic Dishonesty	18
Student Community Standards Disciplinary Process	18
Sanctions	21
Student Community Standards Committee Hearing Appeal	22
Administrative Class Leave	22
Emergency Administrative Leave	22
Involuntary Leave	23
Nondiscrimination	24
Sexual Misconduct Policy	25
Definitions and Examples of Sexual Misconduct	25
Sexual Harassment	25
Sexual Assault	25
Sexual Violence	25
Retaliation	26
Recordkeeping	26
Reporting/Filing a Complaint for Title IX	26

TABLE OF CONTENTS

Possible Sanction and Protective Measures	31
Sanction Process: Student	32
Sanction Appeal Process: Students Only	32
Special Procedural Provisions for Sexual Misconduct Sanction Hearings	33
Dispute Resolution Procedure for Student Complaints	33
Appeal Process	34
Student Body Diversity	35
Alumni Employment Information	35

STUDENT SUPPORT, HEALTH, AND SAFETY **37**

Student Support	37
Accessibility for Students with Disabilities	37
Advising and Mentoring	37
Registrar's Office	38
Resources and Services	38
Online Academic Catalog	38
Website	38
Online Bookstore	38
Course Digital Materials System (Constellation™)	38
New Student Orientation	38
Library	39
SMARTLab: A Statistics Primer	39
Writing Center	39
Bulletin Boards	39
Distribution of Printed Materials	40
Copy Machines	40
Student Mailboxes	40
Lost and Found	40
Facility Use	40
Parking	40
Graduate Student Association (GSA)	40
Honor Societies	41
Alumni Services	41
Career Services	41
Employment Services	41
Health Information	42
Drug Free Schools and Communities Act Program	42
Health and Wellness Requirements	42
Smoking/Use of Tobacco Products	42
Alcohol and Drug Prevention Programs	42
Counseling, Treatment, and Rehabilitation Programs	42
Safety Information	44
Ground Operations Closure Due to Inclement Weather Policy	44
Campus Security and Safety	44
Student ID or Access Card	44

TUITION, FEES, AND FINANCIAL AID **45**

Contact Information for Financial Services	45
Tuition and Fees	45
Non-Standard Term Delivery Format	45
Non-Term Delivery Format (Denver Instructional Site)	47
Non-Term Delivery Format (Online)	48
Tennessee Tuition and Fee Guarantee	48
Delinquent Accounts and Financial Hold	49
Bankruptcy	49
Credit Balance Payments (Stipends)	49
Payment Options	49
Payment Plans	49
Tuition Reimbursement Plan	49
Direct Bill Plan (Third-Party Billing)	50

Cash Plan	50
Military Veterans Assistance Plan	50
Military Tuition Assistance Plan	50
Military Spouse Career Advancement Account Scholarship (MyCAA)	50
University of the Rockies Military Grant	50
Private Loan Plan	51
Financial Aid Plan	51
NSLDS Consumer Information Disclosure	52
Federal Direct Loans	52
Financial Aid	53
Repeating Coursework for Non-Standard Term Programs	53
Repeating Coursework for Non-Term Programs	53
Financial Aid Disbursements	53
Verification for Federal Student Aid Eligibility	53
Entrance and Exit Counseling	54
Return of Title IV Funds	54
Statements	55
Financial Aid Guidelines for Non-Standard Term Delivery Format	55
Financial Aid Guidelines for Non-Term Delivery Format	55
Non-Degree Seeking Students	56
Institutional Awards	56
Outside Scholarships	56
Scholarships (Colorado Springs Campus and Denver Instructional Site Students)	56
Scholarships (Online)	57
State Grants	57
Alumni Tuition Grant	57
Tuition Refund Policy	58
Georgia State Refund Policy	59
Indiana State Refund Policy	59
Iowa State Refund Policy	59
Maryland State Refund Policy	59
New Mexico State Refund Policy	60
Wisconsin State Refund Policy	60

ADMISSION POLICIES AND REQUIREMENTS 63

Application Submission	63
General Admission Requirements	63
Conditional Admission Requirements	64
Non-Degree Seeking Student Admission Requirements	65
Graduate Certificate Admission Requirements	65
Master of Arts Admission Requirements (Excluding Master of Arts in Counseling)	65
Master of Arts in Counseling Admission Requirements	66
Doctor of Philosophy (PhD) Admission Requirements	67
Doctor of Psychology (PsyD) Admission Requirements (Excluding PsyD, Clinical Specialization)	68
Doctor of Psychology (PsyD), Clinical Specialization Admission Requirements	69
Additional Admission Requirements for Applicants with International Credentials	70
Additional Admission Requirements for Non-Immigrant Applicants	71

GENERAL ACADEMIC POLICIES AND INFORMATION 73

Institutional Outcomes	73
Assessment at University of the Rockies	73
Plans to Improve an Academic Program	74
Program/Course Delivery Formats	74
Credits	74
Grade Point Average	74
Grading System and Grade Points	75
Repeating Courses	76
Repeating Comprehensive Exams	76
Incomplete Grades Policy	76
Non-Degree Seeking Students	77

TABLE OF CONTENTS

Schedule and Course Cancellation	77
Auditing a Course	78
Articulation Agreements	78
Requests for Program Change	78
Completion of Additional Specializations	78
Completion of Concurrent Degrees	78
Completion of Additional Degrees	78
Degree Rescindment Policy	78
Withdrawal from the University	78
Transcripts	79
Graduate Programs Credit Maximum Policy	79
Transfer Credits	79
Non-Traditional Credits	79
Transfer of Clinical Practicum Hours	80
Transfer of University of the Rockies Credits to Other Institutions	80
Reinstatement Process After Withdrawal (Less Than One Year)	80
Readmission Process After Withdrawal (One Year or More)	80
Military Deployment Provisions	80
Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008	80
Servicemembers Opportunity College	82
Department of Defense (DoD) Voluntary Education Partnership	82
PsyD, Clinical Specialization Residency Requirement	82
Student Professional Liability Insurance Requirements	82
Memberships in Professional Organizations	83
School of Professional Psychology Clinical or Counseling Practicum	83
Transfer of Clinical Practicum Hours	83
Personal Therapy Requirement	83
Doctoral Candidacy	84
Comprehensive Examinations School of Professional Psychology	84
Comprehensive Examinations School of Organizational Leadership	84
Student Research Policy	85
Dissertation	85
Student Portfolio	85
Graduation	85
Posthumous Degree Policy	85

ACADEMIC POLICIES: NON-STANDARD TERM FORMAT **87**

Academic Calendar	87
Continuous Enrollment	87
Level of Enrollment	87
Registration	87
Course Delivery	87
Directed Study Courses	87
Independent Study	88
Maximum Course Load	88
Non-Standard Term Format Attendance Policy	88
Course Add or Drop	89
Withdrawal from the University	89
Academic Leave	89
Satisfactory Academic Progress Policy Non-Standard Term Graduate Programs	90
Satisfactory Academic Progress Review and Evaluation	90

ACADEMIC POLICIES: NON-TERM FORMAT **93**

Academic Calendar	93
Holidays	93
Program Enrollment	93
Registration	93
Cohort Size Management	93
Concurrent Course Registration Policy	94

In-Residence Course Requirements (School of Organizational Leadership, School of Professional Psychology)	94
In-Residence Workshop Overview	94
In-Residence Workshop Requirements	95
Degree-Seeking Student Classifications	95
Course Delivery	95
Non-Term Format Attendance Policies	96
Online Course Attendance Policy	96
Denver Instructional Site Course Attendance Policy	96
Breaks in Attendance	97
Course Drop	97
Consecutive Course Drops	98
Withdrawal from the University	98
Satisfactory Academic Progress (SAP) Policy Overview	98
Satisfactory Academic Progress (SAP) Review and Evaluation	99

DEGREE PROGRAMS AND GRADUATE CERTIFICATES 101

Graduate Certificate Programs	101
Graduate Certificate in Business Psychology (15 credits)	101
Graduate Certificate in Criminology and Justice Studies (15 credits)	101
Graduate Certificate in General Psychology (15 credits)	102
Graduate Certificate in Organizational Leadership (15 credits)	102
School of Organizational Leadership	102
Master of Arts in Organizational Development and Leadership (Standard Program of Study)	103
Master of Arts in Organizational Development and Leadership, Corporate Training and E-Learning Specialization	104
Master of Arts in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization	105
Master of Arts in Organizational Development and Leadership, Organizational Diversity Specialization	106
Master of Arts in Organizational Development and Leadership, Risk Management Specialization	107
Master of Arts in Organizational Development and Leadership, Social Media and Technology	108
Master of Arts in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization	109
Master of Arts in Psychology, Business Psychology Specialization	110
Master of Arts in Psychology, Criminology and Justice Studies Specialization	111
Master of Arts in Psychology, Educational Leadership Specialization	112
Master of Arts in Psychology, Health and Wellness Psychology Specialization	113
Master of Arts in Psychology, Mediation and Conflict Resolution Specialization	114
Master of Arts in Psychology, Mental Health Administration Specialization	115
Master of Arts in Psychology, Non-Profit Management Specialization	116
Master of Arts in Psychology, Organizational Leadership Specialization	117
Doctor of Philosophy (PhD) in Organizational Development and Leadership (Standard Program of Study)	118
Doctor of Philosophy (PhD) in Organizational Development and Leadership, Corporate Training and E-Learning Specialization	120
Doctor of Philosophy (PhD) in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization	122
Doctor of Philosophy (PhD) in Organizational Development and Leadership, Organizational Diversity Specialization	124
Doctor of Philosophy (PhD) in Organizational Development and Leadership, Risk Management Specialization	126
Doctor of Philosophy (PhD) in Organizational Development and Leadership, Social Media and Technology Specialization	128
Doctor of Philosophy (PhD) in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization	130
Doctor of Psychology (PsyD), Business Psychology Specialization	132

TABLE OF CONTENTS

Doctor of Psychology (PsyD), Criminology and Justice Studies Specialization	134
Doctor of Psychology (PsyD), Educational Leadership Specialization	136
Doctor of Psychology (PsyD), Health and Wellness Psychology Specialization	138
Doctor of Psychology (PsyD), Mediation and Conflict Resolution Specialization	140
Doctor of Psychology (PsyD), Mental Health Administration Specialization	142
Doctor of Psychology (PsyD), Non-Profit Management Specialization	144
Doctor of Psychology (PsyD), Organizational Leadership Specialization	146
School of Professional Psychology	148
Master of Arts in Counseling, Marriage and Family Therapy Specialization	148
Master of Arts in Counseling, Mental Health Counseling Specialization	150
Master of Arts in Psychology, Career Management and Counseling Specialization	152
Master of Arts in Psychology, General Psychology Specialization	153
Master of Arts in Psychology, Sport and Performance Psychology Specialization	154
Doctor of Psychology (PsyD), Clinical Specialization	155
Doctor of Psychology, Respecialization	159
Doctor of Psychology (PsyD), Sport and Performance Psychology Specialization	160
School of Social, Human, and Educational Development	161
Master of Arts in Education, Curriculum, Instruction, and Assessment Specialization	162
Master of Arts in Education, Distance Learning Specialization	163
Master of Arts in Human Services	164
Doctor of Philosophy (PhD) in Education, Curriculum, Instruction, and Assessment Specialization	166
Doctor of Philosophy (PhD) in Education, Distance Learning Specialization	168
Doctor of Philosophy (PhD) in Human Services	170

COURSE DESCRIPTIONS **173**

Course Numbering System	173
CSL Counseling	173
EDU Education	175
HUM Human Services	178
ORG Organizational Leadership	181
PSY Psychology	195
RES Research	203

GOVERNANCE **205**

Board of Trustees	205
Administration	207
Rockies Counseling Center	207
Graduate Student Association Representation	207

FACULTY **209**

Core/Ranked Faculty	209
Associate Core Faculty	212
Distinguished Visiting Faculty	213

Section One



Introduction

University of the Rockies is a graduate school of social and behavioral sciences. The students and faculty of University of the Rockies are passionate for excellence in business and society.

Mission Statement of the University

University of the Rockies provides high-quality, accessible learning opportunities globally for diverse groups of individuals seeking preparation for life goals, professional practice, service, and distinguished leadership.

Accreditation

University of the Rockies is a private, independent graduate school offering Master of Arts (MA), Doctor of Philosophy (PhD), and Doctor of Psychology (PsyD) degrees. University of the Rockies is accredited by The Higher Learning Commission and a member of the North Central Association. For additional information about the University's accreditation, please contact:

The Higher Learning Commission
North Central Association
www.ncahlc.org.

A copy of the documentation describing the University's accreditation will be made available to any enrolled or prospective student upon request. Please contact the University Provost at Provost@rockies.edu.



Alteration and/or unauthorized use prohibited.

Core Values

The Core Values of University of the Rockies are Integrity, Service, Excellence, and Diversity. Board Members, administrators, faculty members, and students strive to embody these Core Values in all their activities and dealings with individuals both inside and outside the University of the Rockies community.

- **Integrity** means University of the Rockies will model, both in attitude and in behavior, a strong sense of doing the right thing for the right reason.
- **Service** means University of the Rockies will work to meet the learning demands of the individual student through a quality program and a supportive learning environment.
- **Excellence** means University of the Rockies will deliver its programs in such a manner as to ensure academic rigor and relevance.
- **Diversity** means University of the Rockies encourages students of all cultures and experiences to seek higher learning opportunities and learn from one another.

Self-Evaluation

The extent to which the University is actively pursuing the fulfillment of its mission is re-examined on an annual basis through its strategic planning, program review, educational effectiveness, and assessment of student learning cycles. Continuous improvement efforts at University of the Rockies rest on its strategy, planning, and effectiveness model which is focused on the coordinated efforts of operations, finance, and academics. The efforts of these three key functional areas are driven by key performance indicators defined and measured through the structured framework of the Institutional Strategic Plan and Institutional Effectiveness Plan. Performance and outcomes are guided by key strategic objectives of growth, prosperity, and accreditation.

Commitment to Diversity

Diversity at University of the Rockies means encouraging students of all cultures and experiences to seek higher learning opportunities and learn from one another. At University of the Rockies, diversity is defined by the difference made in people's lives. Diversity is more than just a mission statement — it is a Core Value.

Understanding that issues of diversity are integral to the successful and ethical functioning of institutions of higher education, University of the Rockies demonstrates its commitment to diversity through the Office of Diversity, which is managed by the President's Diversity Council and the Diversity Task Force. Additionally, administrators, faculty members, and students strive to encourage and support diversity in their actions with individuals both inside and outside the Rockies community.

History of the University

University of the Rockies was founded on June 18, 1998, as the Colorado School of Professional Psychology (COSPP), to provide a professional graduate education in psychology to individuals who seek licensure as psychologists or practice in other arenas of the profession. In 2007, the University was acquired by Bridgepoint Education, Inc. Since that time, University of the Rockies has broadened its focus as a private graduate school to include both social and behavioral science. University of the Rockies offers Master of Arts (MA), Doctor of Philosophy (PhD), and Doctor of Psychology (PsyD) degrees.

Institutional Memberships

- American Council on Education (ACE)
- American Evaluation Association
- American Library Association (ALA)
- American Society for Training & Development (ASTD)
- Association for Institutional Research (AIR)
- Association for the Advancement of Computing in Education (AACE)
- Association of Chief Academic Officers (CAAO)
- Association of Governing Boards
- Association of Psychology and Post-Doctoral Internship Centers (APPIC) – School of Professional Psychology Membership (as a graduate training institution)
- Association of Psychology and Post-Doctoral Internship Centers (APPIC) – Clinic/Consortium Membership (as an internship site)
- Colorado Association of Libraries (CAL)
- Council for Higher Education Accreditation (CHEA)
- Council of Graduate Departments of Psychology (COGDOP)
- Denver Metro Chamber of Commerce
- Executive Women International
- International Center for Academic Integrity (ICAI)
- National Association of Diversity Officers in Higher Education (NADOHE)
- National Council of Schools of Professional Psychology (NCSPP)
- Organizational Development Network of Colorado

- Professional and Organizational Development (POD) Network in Higher Education
- Quality Matters™ Consortium
- Servicemembers Opportunity College (SOC)
- Society for Human Resource Management (National and Colorado Springs)
- Soroptomist International
- South Denver Metro Chamber of Commerce
- The Sloan Consortium, Inc.
- WICHE Cooperative for Educational Technologies (WCET)

Student Consumer Information

Prospective and current students can locate important information about University of the Rockies on the Student Consumer Information page on the University website at www.rockies.edu/about/consumer-information. This page includes links to helpful information on a variety of key information and disclosures. The presentation of this information complies with the Higher Education Opportunity Act of 2008, which requires colleges and universities to publicly disclose various aspects of their policies and procedures.

The Student Consumer Information page is designed to provide open, pertinent information and disclosures for both prospective and current students.

Rights to Change Requirements

The *2014-2015 University of the Rockies Academic Catalog* presents the policies and procedures for graduate programs offered by the University. The University reserves the right to make alterations to this *Catalog* and the policies and procedures therein as deemed necessary by the University. Changes may also be necessitated by federal, state or local law, other regulatory requirements, accreditation, or licensure. Changes may include but are not limited to curriculum, academic policies, administrative policies, procedures, and costs. Notice is not required for a new policy to take effect; however, University of the Rockies will make reasonable attempts to notify students promptly of any policy changes through communication methods deemed appropriate by the University administration. In the event that the University plans to change a program such that it will impact a student's graduation requirements, the information will be posted at the following website address www.rockies.edu/catalog. Please refer to the *Plans to Improve an Academic Program* policy in the *General Academic Policies and Information* section of this *Catalog* for more information.

University of the Rockies reserves the right to refuse to admit or readmit any applicant. Furthermore, University of the Rockies reserves the right to dismiss any student, at any time, who fails to give satisfactory evidence of academic or clinical ability, earnestness of purpose, or active cooperation in all requirements for acceptable program completion.

University of the Rockies cannot guarantee that a student will earn a Doctorate degree or a Master's degree or qualify for licensure in Colorado or any other state. Students residing in, or seeking licensure in, states other than Colorado are responsible for assuring that their program at University of the Rockies will meet the licensure requirements of that state.

State Regulatory Information

For a complete listing of the states in which University of the Rockies is licensed, registered, authorized, certified, or exempt, and states where such licensure is not required at this time, please visit <http://www.rockies.edu/accreditation.htm#state>. The University will continue to monitor developments in state laws in each state in which it enrolls students and, if authorization or licensure is or becomes necessary, will promptly seek to obtain such approvals. For states with an approved status, please be aware that individual programs may not be approved or may be pending approval by a state licensing authority and cannot be offered to students residing in that state.

The following disclosures are required by various state regulatory authorities:

- Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.
- University of the Rockies has been granted full authorization as a degree granting institution by the Colorado Commission on Higher Education (CCHE).
- This institution is authorized under Ind. Code Ann. 21-18.5-6 by:
The Indiana Board for Proprietary Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204-1984
317.464.4400 Ext. 138
317.464.4400 Ext. 141
- University of the Rockies is registered as a private institution with the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227, pursuant to 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.
- University of the Rockies is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.
Tennessee Residents: Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, 404 James Robertson Pkwy, Suite 1900, Nashville, TN 37243-0830, (615) 741-3605
- Wisconsin Residents: In the event student complaints are not satisfactorily resolved with the school, students can contact the State of Wisconsin Educational Approval Board at (608) 266-1996.

A copy of the documentation describing the institution's licensure, registration, authorization or certification will be made available to any enrolled or prospective student upon request. Please contact Bridgepoint Education, Inc.'s Director of State Compliance for documentation.

Student Complaint State Contact Information

Students are encouraged to use the University procedures outlined in the Student Rights and Responsibilities section of this Catalog to file an informal complaint or formal grievance. Any student may contact his or her specific state agency directly to register a complaint. For information on registering a complaint in your state, please visit <http://www.rockies.edu/accreditation.htm#state>.

Ownership

University of the Rockies, LLC is a wholly owned subsidiary of Bridgepoint Education, Inc.
13500 Evening Creek Drive North, Suite 600
San Diego, CA 92128

Contact Information

For additional information pertaining to this *Catalog*, please contact University of the Rockies at (866) 621-0124 (toll-free) or write to 555 East Pikes Peak Avenue, Ste.108, Colorado Springs, CO 80903-3612. Obtain information by visiting the University website at www.rockies.edu.

Colorado Springs Campus

University of the Rockies' campus is located at 555 East Pikes Peak Avenue, Ste. 108 in Colorado Springs, Colorado. The campus is housed in a historic railway station and contains classrooms, faculty and administrative offices, a library, and an on-site behavioral health clinic.

At Rockies Counseling Center, students in the School of Professional Psychology gain practical experience under the supervision of licensed psychologist. The clinic contains a dozen therapy rooms, including spaces dedicated to group therapy, as well as therapy using music, art and play. There is also space dedicated to neuropsychology testing and assessment and biofeedback. Video monitoring and recording are used in the clinic to support the supervision and learning processes.

On campus, the library is staffed seven days a week to support students. The library provides university-wide access to a variety of research resources both online and on ground. The library also offers interlibrary loan services allowing students to obtain books, articles, and other documents not currently in the electronic collections.

Administrative offices at University of the Rockies, Colorado Springs campus are open for business from 9:00 am to 5:00 pm, Monday through Friday. For contacts in Colorado Springs, please dial (719) 442-0505 or (866) 621-0124 (toll-free), and then dial the appropriate extension.

Business/Finance	ext. 4446
Deans and Academic Support Services	ext. 1697
Facilities	ext. 1673
Financial Aid	ext. 1643
Library	ext. 1675
Registrar	ext. 1693
Student Affairs	ext. 3664

Denver Instructional Site

The Denver Instructional Site, located at 1201 16th Street, Suite 200, Denver, Colorado, 80202, has approximately 30,000 square feet of space, which includes classrooms, a library, student study areas, a student lounge, staff offices, and a 150-seat auditorium. “Coaching” classrooms are also available for observation and video feedback. All areas of the Instructional Site have wireless access and the public areas have power and network outlets.

Throughout the facility, technology has been incorporated to aid the teaching and learning process. Classrooms have projection systems, high definition cameras, conferencing capabilities and computer and Internet access. The coaching classrooms have one-way glass windows and video control systems, enabling faculty to provide feedback and coaching to their students.

The library has approximately 8,000 square feet of space with study rooms and a lounge area. The library provides university-wide access to a variety of research resources both online and on ground. The library also offers interlibrary loan services allowing students to obtain books, articles, and other documents not currently in the electronic collections.

University of the Rockies’ Denver Instructional Site is open for business from 9:00am to 6:00pm, Monday through Friday. To reach administrators at our campus in Colorado Springs, please dial (719) 442-0505 or (866) 621-0124 (toll-free). For contacts in Denver, please dial (303) 446-5867 or (855) 531-4705 (toll-free), and then dial the appropriate extension.

Facilities	ext. 2069
Financial Aid	ext. 8631
Library Office	ext. 1854
Library Front Desk	ext. 1853
Registrar	ext. 8248
Student Affairs	ext.8820

Online

University of the Rockies online is open for business from 9 am to 6 pm, Monday through Friday. Please dial (866) 621-0124 (toll-free) to reach contacts for the online delivery format.

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Section Two



Student Rights and Responsibilities

University of the Rockies fosters equal opportunity through accessible educational programs, disability-related advocacy, and an enhanced awareness of individual abilities and contributions. We are committed to an environment that respects and values diversity and encourages self-advocacy and self-determination.

All Students Agree to Subscribe to the Following

- American Psychological Association's current Ethical Principles and Code of Conduct;
- Latest version of the *University of the Rockies Academic Catalog*; and
- Latest version of all other University of the Rockies handbooks.

Students agree to stay informed and abide by University of the Rockies policies as they progress through the program.

Freedom of Inquiry and Expression

University of the Rockies is committed to preserving the exercise of freedom of inquiry, freedom of thought, and freedom of discussion and expression and the right of petition and peaceful assembly. A student who exercises his or her rights as a private citizen, whether individually or collectively, must assume full responsibility for the consequences of such actions and must not identify his or her position or actions as representing the University.

Exercise of Rights of Citizenship

University of the Rockies students are both members of the academic community and citizens of the Colorado Springs and Denver communities. As members of the academic community, students are entitled to all the rights and protections enjoyed by other members of the community. Students are also subject to obligations by virtue of this membership. As citizens of the Colorado Springs and Denver communities, students are subject to all local, state, and federal laws, the enforcement of which is the responsibility of duly constituted local, state, and federal authorities.

Institutional Authority and Local, State, and Federal Penalties

When students violate University regulations, they are subject to disciplinary action by the University, whether or not their conduct violates local, state, or federal laws. By committing an act of misconduct, a student or organization may be subject to disciplinary action by the University. Conduct regulations apply to misconduct only when the conduct adversely affects some distinct and clear interest of the University academic community. Students who act in concert to violate the University regulations, or students who advise or incite to violate the University regulations, are also responsible for such violations.

When students violate local, state, or federal law(s), they may incur penalties as determined by local, state, or federal authorities. Institutional actions shall not be used to duplicate functions of general laws, but when the violation of the law also adversely affects the orderly operation of the University, the University may enforce its own regulations regardless of any federal, state, or local legal proceedings or dispositions. University action will be initiated only when the institution's interest as an academic community is clearly involved.

Felonies and Misdemeanors

All students who apply for a program in one of the Mental Healthcare Specializations will undergo a background check. Individuals who have been convicted of a felony or certain misdemeanors, which would preclude them from being licensed and insured to practice in Colorado in one of the Colorado

mental health disciplines, as defined by Colorado Regulatory Statutes (CRS), will not be allowed to enroll or remain enrolled in a Mental Healthcare Specialization program.

Disability Support Services

The University is committed to providing an equal opportunity to access a full educational experience. In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, as amended, University of the Rockies prohibits discrimination on the basis of a disability. Reasonable accommodations will be granted to students who present appropriate documentation of disability and are otherwise qualified to participate in their specific program of study. University of the Rockies' Office of Student Access and Wellness is dedicated to fostering equal opportunities to student success through accessible educational programs, disability related advocacy, faculty and staff education, and an enhanced awareness of individual abilities and contributions.

Effective Communication for Persons with Disabilities

University of the Rockies will provide information to interested persons with disabilities concerning the existence of support services and accommodations to ensure accessible programs, services, and activities of the University. The University will ensure that no individual with a disability is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids and services. The University will furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities.

Disability Documentation

University of the Rockies will provide reasonable accommodation to students with documented disabilities in order to ensure the accessibility of programs, services, and activities of the University. The University requirements for documentation are based upon the Association on Higher Education and Disability (AHEAD) Best Practices: Disability Documentation in Higher Education.

The process for determining accommodations is a collaborative one that may or may not require third-party documentation. The University reserves the right to request a reasonable level of documentation. One or more of the following documentation categories will be considered in the evaluation of student accommodation requests:

1. *Primary Documentation: Student's Self-report*

University of the Rockies believes the student is a vital source of information regarding how he or she may be "limited by impairment.*" A student's narrative of his or her experience of disability, barriers, and effective and ineffective accommodations is an important tool which, when structured by interview or questionnaire and interpreted by professional staff, may be sufficient for establishing disability and a need for accommodation.

2. *Secondary Documentation: Observation and Interaction*

The impressions and conclusions formed by University of the Rockies disability professionals during interviews and conversations with students or in evaluating the effectiveness of previously implemented or provisional accommodations are important forms of documentation. The University employs qualified and experienced disability professionals who will observe students' language, performance, and strategies as an appropriate tool in validating student narrative and self-report.

3. *Tertiary Documentation: Information From External or Third Parties*

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

A note about documentation: These guidelines apply to students taking University of the Rockies classes. Students should be aware that other universities and testing agencies (which administer standardized tests such as the Graduate Record Exam and Law School Admission Test) may require more extensive documentation, and students should check out their requirements well in advance.

*Disability with respect to an individual is defined by the ADA as "(A) a physical or mental impairment that substantially limits one or more of the major life activities, (B) a record of such an impairment or (C) being regarded as having such an impairment..." 42 U.S.C. §12102

**Revisions to Title III regulations provide, "When considering requests for modifications, accommodations, or auxiliary aids or services, the entity gives considerable weight to documentation of past modifications, accommodations, or auxiliary aids or services received in similar testing situations, as well as such modifications, accommodations, or related aids and services provided in response to an Individualized Education Program (IEP) provided under [IDEA] or a plan describing services provided pursuant to section 504 of the Rehabilitation Act of 1973 as amended." (28 C.F.R. § 36.309(b)(1)(v))

Guidance and Section-by-Section Analysis provides these examples of types of information to consider: "recommendations of qualified professionals familiar with the individual, results of psycho-educational or other professional evaluations, an applicant's history of diagnosis, participation in a special education program, observations by educators, or the applicant's past use of testing accommodations." 28 CFR Part 36 (2010)

AHEAD. (2012). *Supporting Accommodation Requests: Guidance on Documentation Practices*. Retrieved from http://www.ahead.org/resources/documentation_guidance.

Contact Information

Students who believe they are in need of accommodations should contact the Office of Student Access and Wellness at access@rockies.edu or review general information regarding disability services and accommodations at www.rockies.edu/resources/access_wellness. Students who have a concern about their disability accommodations may contact the Student Access and Wellness Specialist. Formal complaints will be handled in accordance with the University of the Rockies *Dispute Resolution Procedure for Student Complaints*.

For additional information on *Accessibility for Students with Disabilities* see the *Student Support, Health, and Safety* section of this *Catalog*.

Family Educational Rights and Privacy Act (FERPA) of 1974

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. FERPA rights begin upon the student's enrollment, which occurs when the student has been admitted to the University and attends any portion of a course. FERPA-protected rights include the following:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
 - Students should submit written requests that identify the record(s) they wish to inspect to the University Registrar. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the Registrar's Office will facilitate the student's access to the requested records.
 2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - Students may ask the University to amend a record that they believe is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. They should write the Registrar, clearly identifying the part of the record they want corrected, and specifying why it should be corrected.
 - If the University decides not to amend the record as requested by the student, the University Registrar will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
 - If, as a result of the hearing, University of the Rockies decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the student will be afforded the opportunity to place with the education record a statement commenting on the contested information in the record and/or a statement setting forth any reason for disagreeing with the decision of the hearing. The statement placed in the education record by the student will be maintained with the contested part of the record for as long as the record is maintained. When the related record is disclosed to an authorized party, the record will include the statement filed by the student.
 3. The right to provide written consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - An exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. A school official may include any of the following:
 - A person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff);
 - A person or company with whom the University has contracted (such as an attorney, auditor, or collection agent);
 - A person or organization acting as an official agent of the institution and performing a business function or service on behalf of the institution;
 - A person serving on the Board of Trustees; or
 - A student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her professional responsibilities.
- Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
 - The University may disclose education records without consent in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions for the aid.
 - The University may disclose education records without consent to parents in the following circumstances:
 - When a student is a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;
 - When the student has violated any federal, state, or local law, or any rule or policy of University of the Rockies, governing the use or possession of alcohol or a controlled substance if University of the Rockies determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under the age of 21 at the time of the disclosure to the parent; or
 - The disclosure is in connection with a health or safety emergency.
 - The University may disclose education records without consent when the information is deemed necessary to protect the health or safety of the student or other individuals in an emergency.
 - The University may disclose education records without consent to comply with a judicial order or lawfully issued subpoena.
 - Directory information can be published and/or disclosed to outside organizations without a student's prior written consent. "Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. If you do not want University of the Rockies to disclose directory information from your education records without your prior written consent, you must notify the University Registrar in writing. A request for nondisclosure of directory information is valid unless or until the student requests a change in writing. University of the Rockies has designated the following information as directory information:

- Student's name
 - Address
 - Telephone listing
 - Email address
 - Photograph
 - Degrees, honors, and awards received
 - Date and place of birth
 - Program of study
 - Dates of attendance
 - Degree level
 - The most recent educational agency or institution attended
 - Enrollment status (e.g., non-degree seeking, graduate, full-time, half-time, or less than half-time)
 - Class rosters within the classroom
- The University may disclose education records without consent to authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University's state-supported education programs.
 - Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
 - The University may disclose education records without consent to accrediting organizations to carry out their accrediting functions.
 - The University may disclose education records without consent to organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
 - The outcome of a campus/site hearing is part of the education record of any student personally identified, and is protected from release under FERPA. However, University of the Rockies observes the following legal exceptions:
 - Complainants and accused in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;
 - The University may release the final results of a disciplinary proceeding in which a student who is an alleged perpetrator of a "crime of violence"* or non-forcible sex offense, is found in violation of the University's Student Community Standards. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information

to the Complainant in any of these offenses regardless of the outcome.

- In the event that the alleged victim is deceased as a result of the crime or offense, the notification will be made to next of kin (upon written request).

*A "crime of violence," includes arson, burglary, robbery, criminal homicide (manslaughter by negligence, murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction.

- The University may also disclose education records without consent under other exceptions authorized by FERPA.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by University of the Rockies to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

Personally Identifiable Information

The U.S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations expanded the circumstances under which a student's education records and personally identifiable information contained in such records (including Social Security Number, grades, or other private information) may be accessed without prior consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (Federal and State Authorities) may allow access to student records and personally identifiable information without prior consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any education program which is defined as any program "that is principally engaged in the provision of education," such as early childhood education, elementary and secondary education, postsecondary education, special education, career and technical education, adult education, and job training, as well as any program that is administered by an education agency or institution. See 34 CFR § 99.3. Second, Federal and State Authorities may allow access to a student's education records and personally identifiable information without prior consent to researchers performing certain types of studies, even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive any personally identifiable information, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without prior consent personally identifiable information from a student's education records, and they may track a student's participation in education and other programs by linking such personally identifiable information to other personal information about a student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Publicity and Photo Release

All media releases of information originating from the University should be channeled to the Communications Manager. Media inquiries directed toward students, faculty, and staff at the University are to be directed to the Communications Manager, and administrators, faculty, staff, or students who are contacted directly by the media should refer the media to the Communications Manager. Comments should not be given to the media until the Communications Manager has been contacted.

All students authorize the University to record and use their names, images, likenesses and voices in all media, for instructional or promotional purposes, unless a written request to withhold directory information is on file in the Registrar's Office.

Students, faculty, and staff are encouraged to inform the Communications Manager about newsworthy events and developments regarding class and campus events of interest. Students should also contact their advisors regarding newsworthy information.

Changes to Records

If the University becomes aware that a student's name recorded in the University system does not match the student's official name as reflected by the United States Social Security Administration, the Registrar's Office will change the name in all systems to reflect the student's legal name. The student's legal name must be reflected in all systems of record, including the online classroom. Nicknames may not be used.

If the student has an official name change, he or she must complete a *Change of Name Request* form and provide copies of a Social Security card reflecting the new name, along with supplemental documentation, as outlined on the form, to the Registrar's Office.

Students are responsible to provide the Registrar's Office with changes to home, work, email address, phone numbers, or other key information. The student must provide that information to the Registrar's Office within one week of the change through their Student Portal or email the Registrar's Office from the student's current email of record.

Electronic Communication

Email is considered an official form of University-related communication. It is recommended that students check their email daily in order to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. Failure to check for messages and failure to receive messages due to full mailboxes, spam filtering, or auto-forwarded email are not acceptable excuses for missing official University communications. Students must additionally maintain and provide the University with an email address for correspondence with University administration and faculty.

Monitoring of Email Communications

The University does not intend to monitor individual electronic mail as a routine matter, but may do so at any time as the University deems necessary for purposes of maintaining the integrity and effective operation of a student email system, once implemented. No facility exists on this system for the sending or receiving of private communications.

The University reserves the right to inspect and disclose the contents of email as follows:

- in the course of an investigation triggered by indications of misconduct or misuse;
- as needed to protect the health and safety of students and staff;
- as needed to prevent interference with the academic mission; or
- as needed for technical troubleshooting or spam/content filtering.

Username and Password Integrity

It is the responsibility of students to protect the usernames and passwords issued to them by University of the Rockies for the purpose of accessing the online classroom, the student portal, academic search engines, or any other activity of the University. The sharing of a personal username and password with an unauthorized person is a Student Community Standards violation, which could result in dismissal from the University.

Student Evaluation of Faculty and Course

Currently enrolled students evaluate their instructors anonymously in each course at the end of each term. This process is used both by the University and the instructor to obtain valuable information about the course content and instructional methods.

Recording of Courses, Lectures, Supervision, or Presentations

Students must obtain permission to audio or video record any lecture, supervision session, or presentation offered by or through University of the Rockies. The instructor or other presenter must grant permission for the recording and the instructor/presenter should obtain verbal permission from others in the class or audience. Lecture or presentation materials remain the intellectual property of the instructor/presenter and should not be used without written permission. Clandestine recording of any type, in any University of the Rockies setting, is grounds for disciplinary action.

It is the student's responsibility to ensure that no confidential client information appears on any recordings other than those authorized in the Rockies Counseling Center or other practicum sites.

Tuition Credit Request Policy and Procedure

A tuition credit may be approved and applied for the following documented reasons that directly impacted a student's ability to continue in their course or program during the timeframe in which the course occurred:

- Documented military duty that resulted in an inability to continue in the course or program*^;
- Documented personal or immediate family medical emergency**;
- Documented act of nature;
- Documented death in the immediate family**; or
- Documented temporary severe economic hardship.

*Students who experienced military deployment that resulted in an inability to continue in the course or program are eligible for a tuition credit but should instead complete and submit a *Military Course Drop or Incomplete Request*.

^For information regarding *Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008*, please see the *General Academic Policies and Information* section of this *Catalog*.

**Immediate family is defined as husband, wife, grandchildren, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, (step/adoptive) child, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, or grandparent. Additional considerations can be made on a case by case basis as determined by the University. Please contact student.records@rockies.edu for specific consideration.

This is accomplished by requesting a *Tuition Credit Request* form from the student's assigned Advisor.

Grade Appeals

Basis for a Grade Appeal

Grades may be appealed based on the student's perception that any of the following conditions exist:

- An error was made in the calculation of the course grade; or
- The instructor was incorrect with respect to an objective fact within the discipline and this error affected the student's final grade.

Students experiencing extreme temporary hardship during the last 33% of a course may request an Incomplete (I) grade through their instructor prior to the course end date. However, there may be extreme circumstances that prohibit a student from making this request prior to the conclusion of a course. To appeal for an "I" grade after the end date of a course, the student must fax or email the written grade appeal with official documentation of the hardship experienced. An Incomplete (I) grade or a Withdraw (W) grade may be approved and applied for the following documented reasons that directly impacted the student's ability to complete the course requirements or program during the last 33% of the course:

- Documented military duty that resulted in an inability to continue in the course or program^;
- Documented personal or immediate family medical emergency*;
- Documented act of nature;
- Documented death in the immediate family*;
- Documented temporary severe economic hardship.

Students who are administratively dropped from a course for not meeting attendance requirements are not eligible to receive an "I" grade. Students who are not able to complete at least 67% of the course prior to requesting an Incomplete grade are also ineligible.

Note: Please refer to the General Academic Policies and Information section in this Catalog for complete details on the Incomplete Grade policy.

^ For information regarding *Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008*, please see the *General Academic Policies and Information* section of this *Catalog*.

*Immediate family is defined as including husband, wife, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law,

son-in-law, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, and (step/adoptive) child. Additional considerations can be made on a case by case basis as determined by the University. Please contact gradeappeals@rockies.edu for specific consideration.

Grade Appeal Procedure

All grades may be appealed in writing within fourteen (14) calendar days after the grade in dispute is granted, through the following procedure:

- The student should first discuss his or her concerns with the instructor who issued the grade by appealing to the instructor in writing for reconsideration of the grade.
- If the student is not satisfied with the outcome of appeal to the instructor of the course, students may appeal to the Office of Academic Resolutions by submitting a *Grade Appeal* form to gradeappeals@rockies.edu. Appeals will not be accepted without documentation that the student has made a written appeal to the instructor.
- If the student is not satisfied with a grade for the comprehensive examination, the student should first discuss the dissatisfaction and procedure for a grade appeal with the Student Advisor. The student may then appeal to the Office of Academic Resolutions by submitting the *Grade Appeal* form to gradeappeals@rockies.edu.
- The Academic Resolutions Administrator, working with the Dean of the School in which the student is enrolled, is the final decision maker on all grade appeals.

Student Community Standards

All students of the University are expected to conduct themselves in such a manner as to be a credit to themselves and to the University. As responsible individuals, they are expected to seek the resolution of all issues through the process of reason. Moreover, students and alumni have a responsibility to comply with all University policies and procedures. In a community of learning and living, individual or group conduct that is unlawful, disrupts or interferes with the educational process, causes destruction of property, or otherwise infringes upon the rights of other members of the University community or of the University itself cannot be tolerated.

Please note that prospective students are required to uphold all relevant student community standards. A prospective student who is found to have violated these standards could be precluded from enrolling in the University of the Rockies.

All students and alumni are expected to make themselves familiar with the *Student Community Standards* (hereinafter referred to as *Standards*). Ignorance of these *Standards*, including behavioral expectations, specific prohibited conduct, or consequences for misconduct is not a defense to, nor grounds for, excusing violations of the *Standards*. In support of this goal, the University reserves the right to refuse admission to any applicant whose behavior is deemed inappropriate based on communication with University employees. Admissions decisions are final.

The University reserves the right to create, modify, or make changes to the *Standards* from time to time, as needed, or when necessary in particular circumstances. The *Standards* may also be extended or amended to apply to new and unanticipated situations that may arise.

Student Responsibilities Conduct Expectations

University of the Rockies is committed to fostering an on-ground and online environment that is conducive to academic inquiry, productive student life, and thoughtful study and discourse. A community exists on the basis of shared values and principles. At University of the Rockies, student members of the community are expected to uphold and abide by certain standards of conduct that form the basis of these Standards. These standards are embodied within a set of core values that include integrity, fairness, respect, community and responsibility. When members of the community fail to exemplify these values, campus/site conduct proceedings are used to assert and uphold the Standards.

The student conduct process at University of the Rockies is not intended to punish students. Rather, it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with the Standards. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to adapt his or her behavior to community expectations, the student conduct process may determine that he or she should no longer share in the privilege of participating in this community.

Students should be aware that the student conduct process is quite different from criminal and civil court proceedings. Procedures and rights in student conduct proceedings are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. Fair process, within the context of these Standards, assures written notice and a hearing before an objective decision-maker. It assures that no student will be found in violation of University policy without evidence showing that it is more likely than not that a policy violation occurred, and that any sanction will be proportionate to the severity of the violation.

The Standards

Any student, prospective student, or alumnus found to have committed the following misconduct is subject to the sanctions outlined subsequently. Unacceptable conduct includes, but is not limited to, the following:

Integrity

University of the Rockies students exemplify honesty, integrity and a respect for truth in all of their dealings. Behavior that demonstrates a lapse of integrity includes, but is not limited to:

- Knowingly furnishing false, falsified, or forged information to any member of the University community, such as falsification or misuse of documents, accounts, records, identification, or financial instruments;
- Acts of academic dishonesty, as defined in this *Catalog*;
- Unauthorized possession, duplication, or use of means of access (keys, cards, etc.) to any University building;
- Action or inaction by someone in collusion with a wrongdoer which fails to discourage a known and obvious violation of University policy or law;
- Violations of positions of trust or authority within the community; and
- Tampering with the election of any University recognized student organization.

Community

University of the Rockies students honor and value their community. Behavior that violates this value includes, but is not limited to:

- Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespass;
- Misuse or unauthorized use of University or organizational names and images;
- Knowingly taking possession of stolen property;
- Intentional and unauthorized taking of the property of the University or personal property of a member of the University community which is on the Colorado Springs campus or at the Denver Instructional Site;
- Intentional and unauthorized destruction or damage to University property or to the property of another;
- Misuse of University computing facilities, as described in this *Catalog*;
- Electronic Mail Abuse, as described in this *Catalog*: Sharing with others or taking from others, passwords to University issued email accounts, student portal, online learning platform, social networking sites, etc.;
- Gambling;
- Possession of firearms, fireworks, explosives, other weapons (including, but not limited to BB/pellet guns, slingshots, and sharp edged instruments, such as hatchets when used as weapons), or dangerous chemicals while on campus/site, unless properly authorized by the University President or Vice President, Institutional Planning & Effectiveness;
 - Concealed Weapons: All students, visitors and employees, including contractors and third-party vendors, are prohibited from carrying firearms on University premises. Violations of this policy will be referred to security and the Vice President, Institutional Planning & Effectiveness. Violations of this policy by students will be reported to the Office of Student Affairs; and
- Violation of state, local, or on-campus/on-site fire policies, including:
 - Failure to evacuate a University-owned building during a fire alarm;
 - Improper use of University fire safety equipment; and
 - Tampering with or improperly engaging a fire alarm in a University building.

Fairness

University of the Rockies students exemplify fair treatment of each other in their dealings and interactions. Behavior that violates this value includes, but is not limited to:

- Disruption of University operations, including obstruction of teaching, research, administration, other University activities, or other authorized non-University activities which occur on campus/site or online;
- Obstruction of freedom of movement by community members or visitors;
- Abuse, interference, or failing to comply in University processes, including Student Community Standards hearings; and

STUDENT RIGHTS AND RESPONSIBILITIES

- Abuse of the University conduct system, including:
 - Failure to attend meetings scheduled for conduct code administration purposes;
 - Falsification, distortion, or misrepresentation of information;
 - Failure to provide, destroying, or hiding information during an investigation of an alleged policy violation;
 - Attempting to discourage an individual's proper participation in, or use of, the University conduct system;
 - Harassment (verbal or physical) and/or intimidation of a member of a University conduct committee prior to, during, and/or after a University conduct proceeding;
 - Failure to comply with the sanction(s) imposed by the University conduct system; and
 - Influencing or attempting to influence another person to commit an abuse of the University conduct system.

Respect

University of the Rockies students show respect for each other, for property, and for the community. Behavior that violates this value includes, but is not limited to:

- Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, intimidation, harassment (as defined in this *Catalog*);
- Hazing (as defined in this *Catalog*);
- Violence between those in an intimate relationship to each other, including:
 - sexual harassment
 - sexual assault
 - sexual violence
 - sexual exploitation
 - stalking
- Inappropriate conduct which is disorderly, disruptive, obscene or indecent in the online environment, on campus/site or at functions sponsored by, or participated in by, the University;
- Failure to comply with directions of University officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so; and
- Smoking in any University building, campus/site, or area designated as non-smoking.

Responsibility

University of the Rockies students are given and accept a high level of responsibility as role models. Behavior that violates this value includes, but is not limited to:

- Use, possession, manufacture, or distribution of alcoholic beverages on campus/site;
- Use, possession, or distribution of narcotics, or other controlled substances, as well as drug paraphernalia, except as expressly permitted by law;
- Abuse or misuse of prescriptions or over-the-counter medications;

- Assisting in the violation of University policies or public laws;
- Violations of federal, state, or local laws which affect the interests of the University community, whether on or off-campus/on or off-site;
- The knowing failure of any organized group to exercise preventive measures relative to violations of these Standards by members;
- Violation of other published University policies or rules;
- Intentionally or recklessly causing a fire which damages University or personal property, or which causes injury to any member of the community;
- Littering and posting of notices in non-designated spaces or without approval; from the appropriate University personnel and unauthorized distribution or sale of goods on campus/site;
- Violation of University traffic and parking regulations;
- Leaving children or animals unattended on campus/site; and
- Use of bicycles, skateboards, roller blades, and any other non-motorized vehicle or equipment (except wheelchairs) outside designated areas.

Online Communication

Written communication is an extremely important factor in an online community. The ability to communicate clearly and effectively is crucial to the success of all online learning programs. Professional language relevant to the course content should be used in the online discussion postings. Students are expected to follow the rules of Netiquette, as posted in their online courses. The following behaviors are disruptive to the online learning environment and will not be tolerated:

Flaming: Flaming is the term used for behaving disrespectfully to others online. This behavior includes, but is not limited to, mocking, shouting, cursing, humiliating, and discriminating against someone in the online environment.

Disrespect: Impolite and impertinent behavior such as putting down or cursing at the instructor or any student in an online classroom will not be tolerated.

Offensiveness: An online classroom is not the place for graphic terminology, sexual discussions, swearing, or any pornographic resources. Inappropriate language and materials of this nature are inexcusable and constitute unacceptable behavior.

Discrimination: Derogatory statements based upon an individual's actual or perceived race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws that is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the University's educational program.

Solicitation: It is against policy and inappropriate for students to use the communication channels within the online learning platform to solicit other users for personal or professional reasons. Students may not send emails to classmates or post messages that attempt to sell products, promote business, or solicit employees.

Course Netiquette Rules

Instructors and Students in an Online Community Should Be:

Considerate: Students should treat each other with respect and should take time to read and respond to each other in such a way that a learning environment can continue to develop. Students should format postings so that everyone can learn from an individual's knowledge, skills, and abilities.

Encouraging: Not everyone has had previous online experience. Some students may spend more time observing (reading other students' postings, remaining invisible for some time) than others. Notice the habits of other students and classmates and provide encouragement for creative and critical conversation.

Helpful: Even a well-presented course can create some confusion. It is very easy to lose a place or misread information on certain links or pages. When other students are lost, offer a helping hand by pointing them in the right online direction so they can regain their confidence in online learning.

Aware: Be aware that the written word is the only form of communication in an asynchronous learning environment. Use words carefully. If a comment could possibly be interpreted as insulting, disrespectful, discriminating, mocking, or rude, students should choose other wording.

The following behaviors should be avoided:

Shouting: Using all capital letters when communicating in an online environment is known as shouting. This usage is considered a rude method of communicating. Avoid using all capital letters in online communications.

Impatience: Once a student has posted a question or concern to his or her instructor, the student should please wait patiently for a reply.

Misuse of Technology Resources

University technology resources are to be used to advance the University's mission of education, scholarship, and service. Students may use these resources for purposes related to their studies or research or other University-sanctioned activities. These resources include, but are not limited to, hardware (including telephones, computers, and traditional media equipment) either owned or leased by the University, software, and consulting time (and expertise) of the Business Technology Services or other University technology support staff. The use of technology resources provided by the University for commercial or other purposes not directly related to study, research, or University-sanctioned activities should be considered as secondary activities (i.e., personal or otherwise). Should such secondary activity in any way interfere with primary activities, the secondary activity must be terminated immediately.

Many of the University's technology resources are shared among the entire University community. The use of these resources will not violate law or the rights of others. Prohibited activities include, but are not limited to:

- Activities that violate copyright or other intellectual property rights of others, including, but not limited to, the infringing use of peer-to-peer file sharing services;
- Sending copies of documents in violation of copyright laws via electronic mail or any other electronic transmission;
- Inclusion of the work of others into electronic mail communications or any other electronic transmission in violation of copyright laws;

- Activities that obstruct usage or deny access to technology resources;
- Activities that could be considered as harassing, libelous, or obscene;
- Activities that violate University policies;
- Activities that violate federal, state, or local laws;
- Unauthorized use of computer accounts;
- Impersonating other individuals;
- Attempts to exploit or explore security provisions, either at the University or elsewhere;
- Activities that invade the right to privacy of others;
- Destruction or alteration of data belonging to others;
- Creating, using, or distributing computer viruses;
- Allowing other individuals to use your account or password, including for the purpose of meeting attendance requirements in an online class;
- Disruption or unauthorized monitoring of electronic communications or of computer accounts; and
- Inappropriate/widespread email distribution.

Gambling

Students are expected to abide by all federal, state, and local laws prohibiting illegal gambling, including online gaming. Gambling for money or other things of value on campus/site or at University-sponsored activities is prohibited except as permitted by law.

Such prohibited activity includes, but is not limited to:

- Possessing on one's person or premises any card, book, or other device for registering bets;
- Knowingly permitting the use of one's premises or one's telephone or other electronic communications device for illegal gambling;
- Knowingly receiving or delivering a letter, package or parcel related to illegal gambling;
- Offering, soliciting, or accepting a bribe to influence the outcome of an athletic event; and
- Involvement in bookmaking or wagering pools with respect to sporting events.

Hazing

All acts of hazing by any individual student or University-registered student club or organization and any of its members or alumni are prohibited. Students are entitled to be treated with consideration and respect, and no individual may perform an act that is likely to cause physical or psychological harm or social ostracism to any other person within the University community.

Identity

Any misrepresentation, theft, or misuse of a person's identity for any improper purpose, including, but not limited to, obtaining federal financial aid, other financial gain, or obtaining access to confidential information. Identity theft is not only a violation of University policy and the Standards, but may also constitute a criminal offense under federal and state law. University of the Rockies recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative and/or compliance purposes.

Students are expected to provide such documentation. Students may be placed on Administrative Leave for failure to provide documentation requested by University officials for the purpose of authenticating a student's identity. The University may also deny or rescind admission to any student for failure to authenticate his or her identity, or for engaging in identity theft.

Prescription Drug Policy

The distribution, sale to others, or use of prescription medication for other than its prescribed use by the individual for whom it was prescribed is a violation of University policy and state law.

American Psychological Association (APA) Ethical Standards

The Ethical Standards of the American Psychological Association (APA), American Counseling Association (ACA) and American Association of Marriage and Family Therapists (AAMFT) set forth enforceable rules of conduct for psychologists, counselors and marriage and family therapists, and provide the standard to which the School of Professional Psychology holds all students. Any practicum student found to have committed an act of misconduct that violates APA Ethical Standards is subject to the Student Community Standards disciplinary consequences outlined in The Standards in this section of this Catalog. Violations will be referred to the Student Community Standards Committee (SCSC), who will determine one or more consequence for any single violation. Consequences for misconduct may include:

- Reprimand or disciplinary warning;
- Conduct probation;
- Completion of non-degree remediation course or program;
- Removal from course;
- Restitution - compensation for loss, damage, or injury;
- Emergency Administrative Leave;
- Suspension (not to exceed one year);
- Expulsion; or
- Rescindment of degree.

Violation of Federal Copyright Laws

Any member of the University community who participates in the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may be subject to civil and criminal liabilities, in addition to sanctions imposed by the University. Penalties for violating federal copyright laws may include civil damages, costs and attorneys' fees, injunctions, fines, and imprisonment. The following is a non-exhaustive list of specific penalties.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright

infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the U.S. Copyright Office website at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

Students who are found to have participated in the unauthorized distribution of copyrighted material and/or other forms of copyright infringement will be subject to an appropriate consequence in accordance with the *Student Community Standards* found in this *Catalog*.

Both the Recording Industry Association of America (RIAA) and the Motion Picture Association of America (MPAA) maintain a list of legal alternatives for downloading. Please visit <http://www.whymusicmatters.com> or <http://www.mpa.org> for more information.

Conspiracy to Commit Fraud against the University

University of the Rockies students are expected to exemplify honesty, integrity and a respect for truth in all of their dealings. Fraudulent behavior or attempts to commit fraudulent behavior will not be tolerated. Behavior that demonstrates fraudulent activity includes but is not limited to:

- Knowingly furnishing false, falsified, or forged information to any member of the University Community, such as falsification or misuse of documents, accounts, records, identification or financial instruments;
- Acts of academic dishonesty, as defined in this *Catalog*; and
- Action or inaction by someone in collusion with a wrongdoer which fails to discourage a known and obvious violation of University policy or law.

When members of groups, individuals acting in collusion, or members of an organization act in concert in violation of this policy, they may be held accountable as a group. To prevent fraud, the Director of Student Affairs may, in lieu of Student Community Standard proceedings, impose individual and/or group sanctions up to and including immediate expulsion from the University, subject to appeal, upon a determination of student involvement in such behavior. Determinations will be made with respect to the involvement of each accused individual. In most circumstances, University of the Rockies will treat attempts to commit any of the violations listed previously as if those attempts had been completed.

Jurisdiction over Student Conduct

Students at University of the Rockies are given a copy of the Student Community Standards at orientation (campus/site based) and annually thereafter and all students may access the Standards via the University of the Rockies webpage. Students are charged with the responsibility of having read, and agreeing to abide by, the provisions of the Standards and the authority of the student conduct process. The Student Community Standards and the student conduct process apply to the conduct

of individual students and University-affiliated student organizations. Because the Standards are based on shared values, it sets a range of expectations for University of the Rockies students no matter where or when their conduct may take place. Therefore, the Standards will apply to behaviors that take place on campus/site, at University-sponsored events, University-related online networking sites, and in online courses, and may also apply off-campus/off-site when the administration determines that the off-campus/off-site conduct affects a substantial University interest. A substantial University interest is defined to include:

- any action that constitutes a criminal offense as defined by federal, state, or local law;
- any situation where it appears that the student may present a danger or threat to the health or safety of himself or herself or others;
- any situation that significantly impinges upon the rights, property or achievements of self or others or significantly violates the peace and/or causes social disorder, and
- any situation that is detrimental to the educational interests of the University.

The Standards may be applied to conduct that takes place during the time a person is enrolled as a student, including during breaks between terms and approved breaks in attendance or any involuntary leave. Further, the Standards apply to guests of community members, whose hosts may be held accountable for the misconduct of their guests. Visitors to and guests of University of the Rockies are also protected by the Standards, and may initiate complaints for violations of the Standards committed by members of the University of the Rockies community against them. University of the Rockies may also extend its jurisdiction to misconduct that occurs prior to, but is not reported until after the graduation of the offending student. There is no time limit on reporting violations of the Student Community Standards.

However, the longer someone waits to report an offense, the harder it becomes for University of the Rockies to obtain information and witness statements, and to make a determination regarding alleged violations. Those who are aware of misconduct are encouraged to report it as quickly as possible to appropriate university officials at studentaffairs@rockies.edu.

Violations of Law

Violations of federal, state, and local laws are incorporated as offenses under the Standards. When an offense occurs over which the University has jurisdiction, the University conduct process will usually go forward, notwithstanding any criminal charges that may arise from the same incident. Should a student withdraw from the University when criminal charges are made, it is the typical practice of the University to pursue investigation and resolution of campus/site conduct matters, regardless of the fact that the student has withdrawn.

When a student is accused, arrested, charged, or indicted for a violent or drug-related off-campus/off-site crime, the University may elect to take action against that student for violation of the Standards, which incorporates violation of local, state, and federal laws as code infractions.

When it has reasonable cause to separate a student from the community, the University may separate a student via the *Emergency Administrative Leave* policy pending the scheduling of a hearing for violation of the Student Community

Standards. The University reserves the right to exercise its authority of *Emergency Administrative Leave* upon notification that a student is facing criminal investigation and/or charges. The University will permit a student who receives *Emergency Administrative Leave* to request a meeting to show cause as to why an *Emergency Administrative Leave* is not merited. Regardless of the outcome of this meeting, the University may still proceed with the scheduling of a(n) online/campus/site hearing.

When criminal charges are pending, the University may be delayed or prevented from conducting its own investigation, and moving forward with a hearing. In such cases, the University will delay its hearing until such time as it can conduct an internal investigation, or obtain from law enforcement sufficient information upon which to proceed.

Special Provisions

Attempted Violations

In most circumstances, University of the Rockies will treat attempts to commit any of the violations listed in the Standards as if those attempts had been completed.

University as Complainant

As necessary, University of the Rockies reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

False Reports

University of the Rockies will not tolerate intentional false reporting of incidents. To make an intentionally false report of any policy violation is a violation of the Standards and may also violate state criminal statutes and civil defamation laws.

Group Violations

When members of groups, individuals acting collusively, or members of an organization act in concert in violation of any policy, they may be held accountable as a group, and a hearing may proceed against the group as joint accused students, or individually, at the discretion of the University.

Immunity for Victims

University of the Rockies encourages the reporting of Student Community Standards violations and crimes by victims. Sometimes, victims are hesitant to report to University officials because they fear that they themselves may be accused of policy violations. It is in the best interests of this community that as many victims as possible choose to report to University officials. To encourage reporting, University of the Rockies pursues a policy of offering victims of crimes amnesty from policy violations related to the incident.

Good Samaritan

The welfare of students in the University community is of paramount importance. At times, students on and off-campus/off-site may need assistance. University of the Rockies encourages students to offer help and assistance to others in need. Sometimes, students are hesitant to offer assistance to others, for fear that they may get themselves in trouble. University of the Rockies pursues a policy of immunity for students who offer help to others in need for any minor violations the Good Samaritan was involved in at the time.

Notification of Outcomes

The outcome of a Student Community Standards hearing is part of the education record of any student personally identified, and is protected from release under the Family Educational Rights

and Privacy Act (FERPA), a federal law. However, University of the Rockies observes the following legal exceptions:

- Complainants and accused in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations;
- The University will disclose to the alleged victim of a “crime of violence”, or a non-forcible sex offense, the final results of a disciplinary proceeding conducted by the institution against the student who is the alleged perpetrator of such a crime or offense. A “crime of violence,” includes arson, burglary, robbery, criminal homicide (manslaughter by negligence, murder, and non-negligent manslaughter), forcible sex offenses, assault, destruction/damage/vandalism of property and kidnapping/abduction. The University may not disclose the name of any other student, including the victim or witness, without the prior written consent of the other student. The University will also release this information to the complainant in any of these offenses regardless of the outcome.
- In the event that the alleged victim is deceased as a result of the crime or offense, the notification will be made to next of kin (upon written request).
 - Remedy of the effect of sexual offense may include changes to the academic situation of the complainant. The University does not maintain residential facilities for students, and does not maintain responsibility to find or assist a student in finding housing .

Defenses

It has become common for students accused of policy violations to try to defend their actions with excuses, such as prescription drug interactions, self-defense, alcohol, etc. Defending actions is admitting to a policy violation. While a student’s defense will not excuse his or her actions, University of the Rockies will take the legitimacy of his or her defense into consideration in addressing the proper sanction.

Social Media Policy

There is no such thing as a private social media site. Students must be aware that blogs, web pages, social media websites, and similar online communications are in the public sphere. It is important to remember that the use of social media at or concerning University of the Rockies is governed by applicable laws and regulations, subject to other University policies and Student Community Standards that apply to all other activities at or concerning University of the Rockies.

Guidelines for University of the Rockies’ students include, without limitation:

- Protect confidential and proprietary information, and do not disclose any non-public and/or official information about the University, its students, faculty, staff, or alumni.
- Respect copyright and intellectual property rights of others and of the University, and do not post copyrighted content (such as text, photographs, audio or video files) without permission from the copyright holder.
- Do not create or post personal social media content that implies such posting or content is on behalf of, or is endorsed by, the University; if a University affiliation is identified in such content and this could appear as

institutionally endorsed by the University, students should include the following disclaimer: “These are my personal opinions and do not reflect the views of University of the Rockies.”

- Do not use the University name, marks, symbols, logos, or trademarks to promote a product, service, cause, political party, or candidate on a personal social media account or platform.

The University is not responsible for monitoring or pre-screening content posted on its social media sites. Nonetheless, the University reserves the right to monitor and remove, without notice, any content that the University determines to be harmful, harassing, offensive, commercial in nature, or otherwise illegal or inappropriate in violation of law or this policy. Further, the University reserves the right, under circumstances it deems appropriate and subject to applicable laws or this policy, to take action, up to and including expulsion from the University, if and when such information is brought to the attention of University officials.

Faculty, students, and staff may contact the office Institutional Effectiveness and Planning at strategy@rockies.edu to report any potential violations of this policy.

Duty to Report a Crime

Colorado is a “Duty to Report” State, meaning Colorado residents are required to report crimes committed by others if they have knowledge of them. Colorado Revised Statutes (CRS) 18-8-115, “Duty to Report a Crime” states, “It is the duty of every corporation or person who has reasonable grounds to believe that a crime has been committed to report promptly the suspected crime to law enforcement authorities.”

Faculty, staff, administrators, and students are required to report a crime, of which they become aware, immediately to the local authorities and to the Student Affairs Specialist (Colorado Springs Campus), or Director of Student Affairs or Student Affairs Specialist (Denver Instructional Site). If the Student Affairs Specialist/Director of Student Affairs is unavailable, the crime should be reported to a member of the faculty or staff, Facilities Coordinator, or the University Registrar. This information will be then be provided to the Student Affairs Specialist/Director of Student Affairs, who will then complete an Incident Report. A copy of the Incident Report will be provided to the Director of Student Affairs (as applicable).

Colorado Springs Campus: Phone: 866.621.0124;
Fax: 888.374.8426; Address: 555 East Pikes Peak Avenue,
Ste. 108, Colorado Springs, CO 80903;

Denver Instructional Site:
Phone: 303.446.5867; Fax: 855.845.8764;
Address: 1201 16th Street, Ste. 200, Denver, CO 80202.

In addition, because University of the Rockies operates an urban campus without campus police in Colorado Springs, University of the Rockies will file a report of any crime with the Colorado Springs Police Department or other appropriate law enforcement agencies. (It should be noted that the Colorado Springs Police Department maintains an office on the University of the Rockies’ campus and can be contacted in case of an emergency or the intervention of a criminal activity.)

Also, University of the Rockies will report any crime occurring at the Denver Instructional Site with the Denver police department or other appropriate law enforcement agencies. (It should

be noted that the Denver Instructional Site employs Security Guards who can be contacted in the case of an emergency).

Under certain conditions, licensed mental health professionals employed by the University and the practicum students they supervise at the Rockies Counseling Center, are exempt from these reporting requirements. Under Colorado state law, mental health professionals have an obligation to maintain the confidentiality of information they receive from their clients and protect privileged communications with their clients (CRS 12-43-218). With certain exceptions, this duty to maintain patient privacy takes precedence over the duty to report a crime. See CRS 13-21-117, CRS 12-43-218 and CRS 13-90-107(1)(g) for additional information concerning when a mental health professional is required to report a crime or otherwise disclose confidential information received from a client. (Note: for the safety of students and their clients, practicum students are not to see clients in the Rockies Counseling Center if there is not a licensed psychologist in the building.)

University of the Rockies does not have any policies or procedures that allow victims or witnesses to report crimes on a voluntary, confidential basis to University administrators. In addition, the University does not employ professional counselors or pastoral (faith-based) counselors for student or faculty/staff utilization, nor does it have a policy that encourages pastoral counselors and professional counselors to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. Students/employees may anonymously report a crime directly to the local police or through other anonymous crime reporting mechanisms such as Crime Stoppers to comply with Colorado's Duty to Report law.

All Incident Reports, including those submitted by Rockies Counseling Center staff and patients, are forwarded to the Student Affairs Specialist/Director of Student Affairs for review and potential action if there is a breach of Student Community Standards and violations of law will be referred to law enforcement agencies. When a potentially dangerous threat to the University community arises, timely reports or warnings will be issued as set forth in the University of the Rockies Campus Security and Safety Reports located on the University of the Rockies website at <http://www.rockies.edu/campus-safety.htm>.

Academic Integrity Policy

This Academic Integrity policy covers current students and conduct in which alumni engaged while enrolled. The University may address allegations of academic misconduct after a student has graduated and will process allegations concerning alumni in the same manner it addresses allegations concerning current students. All sanctions that could be applied to a current student could be applied to an alumnus, and the University reserves the right to rescind a previously conferred degree where the Student Community Standards Committee deems this an appropriate sanction. All references to "student" in the Academic Integrity Policy section of this Catalog refer to current students and, students no longer in attendance and alumni.

University of the Rockies students and alumni are expected to conduct themselves as responsible adults who are worthy of the profession they pursue. University of the Rockies is a community of learners and scholars. As such, all students and alumni are responsible for doing their own work and participating in this community with a sense of academic integrity. Academic dishonesty of any kind, including plagiarism, falsification of

data, cheating, or submitting the same work in more than one course without obtaining both faculty members' approval in advance, will not be tolerated by the University and may be grounds for dismissal from the University.

Academic Integrity Violations

Academic dishonesty can take a number of forms. It includes, but is not limited to, cheating on a test or examination, claiming the work of another as one's own, plagiarizing any paper, research project, or assignment, or falsely submitting material to fulfill course requirements.

Cheating

Cheating includes unauthorized copying from the work of another student, with or without that student's consent, using notes or other unauthorized material during a test period, and giving or receiving assistance from another when it is expected the student will perform his or her own work. Cheating also includes the unauthorized possession, attempt to possess, distribution, or attempt to distribute examinations or examination questions.

Deceitful Statements of Academic Achievements/Attainments

Cheating, neglecting to follow University procedures, or furnishing fabricated or false information to University of Rockies' officials and/or faculty (such as lying to effect a grade change) or to the general public (such as falsifying information on a resume) are also acts of academic dishonesty prohibited by the Student Community Standards.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit a violation of academic integrity.

Falsifying Data

Falsifying data to show either the process or the product of scholarly examination to be different from what actually occurred is also considered dishonest. This includes falsely reporting attendance or participation in any field work experience. Students may not submit work done in one course to satisfy the requirements of another course, unless both instructors agree beforehand.

Forged or Altered Documents

Forged or altered documents may not be presented for any purpose. This includes transcripts, withdrawal forms, petitions, or any academic form that has been falsified or on which the signature of a member of the faculty or administration, or anyone else's signature, has been forged or altered.

Unapproved Research

Unapproved research is any research that is undertaken without approval by the University or the Institutional Review Board (IRB), including any solicitation of or interaction with human subjects or accessing any data. In the case of dissertation research, unapproved dissertation research is any research that is started before officially enrolling in dissertation course work, any research for which the Research Review Board (RRB) has not approved the dissertation proposal, and for which the Institutional Review Board has not approved the IRB request. Conducting dissertation research without RRB/IRB approval is an Academic Integrity violation and could result in sanctions.

Plagiarism

Students agree to produce all the work assigned in every course as their individual work, unless collaboration is required or expressly permitted by the instructor. Plagiarism includes the use of the student's own previously published work (in whole or in part) or work previously submitted (in whole or in part) in any course, including within the same course, without proper citation in accordance with the guidelines set forth in the Sixth Edition Publication Manual of the American Psychological Association.

Students must obtain specific, written permission from their instructor(s), prior to the inclusion in course assignments, to submit work the student previously submitted (in the same course or any other course) or work the student previously published, in whole or in part.

Students will avoid all forms of plagiarism and will not submit as their own work material obtained from persons (with or without that person's knowledge), or from other sources such as term paper companies or the Internet. Students will give credit (proper APA citations) for all the sources of their ideas, whether written or oral, formal or informal, published or unpublished. Plagiarism may be grounds for dismissal from the University.

Avoiding Plagiarism: Address any questions regarding plagiarism to the course instructor. Students should be aware that University of the Rockies' instructors utilize anti-plagiarism resources to determine the originality of submitted written work. These tools compare students' work with texts available in internal databases and through Internet searches.

Consequences for Academic Dishonesty

A student who commits an act of academic dishonesty may face disciplinary action, including but not limited to: failure to receive credit on an academic assignment, course failure, rewrite of an assignment, and/or dismissal from the University. (Please see the specific plagiarism sanctions listed below.)

Students who commit Academic Integrity violations -- other than plagiarism cases, which are referred to the Office of Academic Resolutions -- will be referred by faculty and staff to the Office of Student Affairs to review for the possibility of sanctioning. Formal notice will be provided to the student of the allegations of the offense, as well as any resulting consequences deemed appropriate by the University outside of the classroom environment. The student may be asked to meet for either an informal hearing or a formal hearing.

The formal conduct hearing process is outlined under *Student Community Standards Disciplinary Processes*. Students may appeal disciplinary decisions regarding academic dishonesty through the Grade Appeal process. Students may appeal disciplinary actions of the SCSC as per the process outlined in this *Catalog*.

A misconduct violation (or violations) committed by a student will remain on the student's conduct record throughout the student's academic career at University of the Rockies, and may be considered in the disciplinary process for other violations.

Academic Integrity Violations and Alumni

University of the Rockies may also extend its jurisdiction to misconduct that occurs prior to, but is not reported until after the graduation of the offending student. There is no time limit on reporting violations to the *Academic Integrity Policy*. Alumni who commit Academic Integrity violations, including plagiarism, will be referred to the Office of Student Affairs to

review for the possibility of sanctioning. The alumni/ae may be asked to meet for either an informal hearing or a formal hearing.

Acts of Plagiarism

First and second violations: For the first confirmed offense of academic dishonesty reported to the University, the University, through the Office of Academic Resolutions, will provide the student instructive resources for assisting the student to avoid plagiarism; acknowledgement of fault and of the resources by the student should be provided to the Academic Resolutions Administrator (ARA). The consequence for the second confirmed offense of academic dishonesty includes, but is not limited to: successfully completing an American Psychological Association (APA) publication style instruction course, writing an essay demonstrating APA style competency, or similar disciplinary exercise as provided by the ARA.

Third violation: Third confirmed violations will be referred to the Student Affairs department for a formal hearing by the Student Community Standards Committee (SCSC). After review and confirmation by the SCSC, the student may be failed for the course in which the violation occurred and suspended from the University for one year.

Fourth violation: Fourth confirmed violations will be referred to the Student Affairs department for a formal hearing by the SCSC. After review and confirmation by the SCSC, the student may be expelled, permanently separated, from the University.

The formal conduct hearing process is outlined under *Student Community Standards Disciplinary Processes*. Students may appeal disciplinary decisions regarding academic dishonesty through the *Grade Appeal* process. Students may appeal disciplinary actions of the SCSC as per the process outlined in this *Catalog*.

Plagiarism in the Comprehensive Examination

Plagiarism, or unauthorized collaboration of any sort with other individuals, will result in automatic failure of the Comprehensive Exam. If the student is eligible to retake the Comprehensive Exam, the student will be required to successfully complete a plagiarism remediation course before being permitted to retake the Comprehensive Exam.

Plagiarism in Dissertation

The University requires that all dissertations be submitted for similarity review through Turnitin for the purpose of detecting plagiarism prior to the defense. The University further requires that the student's Dissertation Chair certify that the dissertation has been submitted through Turnitin.

If plagiarism is discovered after a doctoral student's dissertation has been submitted for final examination, or after the student's program has been completed, the alleged plagiarism must be immediately reported to the Provost. The Provost (or designated Dean) will collaborate with the Student Affairs department to determine an appropriate course of action.

Turnitin is available to students as a Learning Resource in the online classroom.

Student Community Standards Disciplinary Process

Whenever a complaint is made against any student or alumnus for misconduct, the Director of Student Affairs, Student Affairs Specialist, or designee will conduct an investigation of the allegations as soon as possible. (Generally, for offenses against the academic community, the President will designate the Vice

Provost or designee). The Director of Student Affairs may make any necessary modification to these procedures that does not materially jeopardize the fairness owed to any party.

Notice of Complaint

Once a determination is made that reasonable cause exists for the Director of Student Affairs, Student Affairs Specialist, or designee to process a complaint, notice will be given to the accused student or alumnus. Notice will be in writing, and may be delivered in person during a meeting with the Director of Student Affairs, Student Affairs Specialist, or designee or via email. Email is considered an official form of University-related communication. Once emailed, such notice will be presumptively delivered when an email is sent.

The letter of notice will state briefly a description of the incident alleged, as well as stating all policies the accused student or alumnus is alleged to have violated and the possible consequences if the accused student or alumnus is found in violation. The letter of notice will direct the accused student or alumnus to contact the Director of Student Affairs, Student Affairs Specialist, or designee within two business (Monday thru Friday) days of receipt to respond to the complaint.

The failure of a student or alumnus to acknowledge the notice within two (2) business days may result in an administrative hold on the student's account or the alumnus' privileges. This administrative hold will remove the student from all future scheduled courses. The hold will not be lifted until the student participates in determined informal or formal hearings and the Student Community Standards Procedures for the student are closed.

A meeting (in person or by phone) with the Director of Student Affairs, Student Affairs Specialist, or designee will be arranged to explain the nature of the complaint and the conduct process. Within the two business day (Monday thru Friday) period, the accused student or alumnus must schedule this meeting, and at that time or before, indicate in writing to the Director of Student Affairs, Student Affairs Specialist, or designee whether he or she admits or denies the allegations of the complaint. If the accused student or alumnus admits the violation(s), the Director of Student Affairs, Student Affairs Specialist, or designee will impose appropriate sanctions. Such a disposition will be final and there will be no subsequent proceedings, unless the sanctions include suspension or expulsion. In that case, the accused may request a hearing by the Student Community Standards Committee on the issue of sanctions, only.

If the student or alumnus denies the violation(s), the complaint will be referred for a hearing. Minor complaints will be referred for an informal hearing, and more serious complaints will be referred to the Student Community Standards Committee (see the following for details on the proceedings of this committee). The Director of Student Affairs, Student Affairs Specialist, or designee has discretion to determine the severity of the alleged violation(s), and whether informal or formal hearing procedures will apply. Generally, any misconduct that will result in less than separation is considered minor, and any misconduct that is likely to result in suspension or expulsion is eligible for referral to the Student Community Standards Committee.

Decisions made by the Student Community Standards Committee, the Director of Student Affairs, Student Affairs Specialist, or designee will be final, and sanctions implemented, pending the normal appeal process. The Director of Student Affairs, Student Affairs Specialist, or designee has the authority

to stay implementation of sanctions pending the appeal, at his or her discretion.

Informal Hearings Procedures

*For hearing procedures relating to matters involving sexual misconduct or other sensitive issues, please see the **Special Procedural Provisions for Sexual Misconduct Sanction Hearings** section of this Catalog.*

When a student or alumnus denies a minor violation of the Student Community Standards, the Director of Student Affairs, Student Affairs Specialist, or designee will upon receipt of a written denial from the accused student or alumnus, schedule a hearing.

- a. Informal hearings will be heard by the Director of Student Affairs, Student Affairs Specialist, or designee.
- b. Written notice of the time, date and location of the hearing will be sent to the accused student or alumnus at least seven business days prior to the hearing date. The accused student or alumnus may additionally be notified in person, by telephone, or by email. Students or alumni may waive the seven day notice requirement if they prefer an expedited hearing.
- c. If a student or alumnus fails to respond to the notice from the Director of Student Affairs, Student Affairs Specialist, or designee within seven days, the hearing will proceed as scheduled, and the Director of Student Affairs, Student Affairs Specialist, or designee will make a determination on the basis of the evidence available at the hearing. If appropriate, sanctions will be implemented. A student or alumnus may not avoid the impositions of sanctions by withdrawing with conduct charges pending. The hearing will still proceed, and any finding of violation will result in a "WU" grade and other appropriate transcript notations.
- d. At least forty-eight hours before any scheduled hearing, the following will occur:
 - The accused student or alumnus will deliver to the Director of Student Affairs, Student Affairs Specialist, or designee a written response to the complaint;
 - The accused student or alumnus will deliver to Director of Student Affairs, Student Affairs Specialist, or designee a written list of all witnesses the accused student wants the University to call on his or her behalf at the hearing, giving the full contact information of any such witness, if known.
- e. At the hearing, witnesses and admissibility of information will be determined at the discretion of the Director of Student Affairs, Student Affairs Specialist, or designee. The hearing will consist mainly of informal questioning and discussion of the alleged incident.
- f. After the hearing, the Director of Student Affairs, Student Affairs Specialist, or designee will deliberate and determine whether it is more likely than not that the student or alumnus has violated the Student Community Standards. Once a finding is determined, if that finding is that of a policy violation, the Director of Student Affairs, Student Affairs Specialist, or designee will determine an appropriate sanction. The Director of Student Affairs, Student Affairs Specialist, or designee will prepare a written finding, which will be shared with the accused

student or alumnus no later than two (2) business days following the hearing.

Formal Hearing Procedures

*For hearing procedures relating to matters involving sexual misconduct or other sensitive issues, please see the **Special Procedural Provisions for Sexual Misconduct Sanction Hearings** section of this Catalog.*

Notice

Written notice of the time, date and location of the hearing will be sent to all parties to the complaint, who may additionally be notified in person, by telephone, or by email.

Joint Hearing

In any joint hearing, separate determinations will be made as to the responsibility of each student or alumnus accused. The Student Community Standards Committee may elect to separate hearings that have been referred jointly, in its discretion and in consultation with the Director of Student Affairs or Student Affairs Specialist.

Composition

The Director of Student Affairs, Student Affairs Specialist, or designee will name a Student Community Standards Committee to conduct a formal hearing to review complaints forwarded to it by the Director of Student Affairs or designee. The Student Community Standards Committee will consist of three (3) members selected by the Director of Student Affairs or Student Affairs Specialist, two of which will be from the faculty and/or administration, and one of which may be from the student body. The remaining member may be either faculty, staff, or one of both categories. The Committee will select its own chairman, vice-chairman, and secretary from among its members for each hearing by majority vote of those present. Committee members will serve without compensation. At any hearing before the committee, at least three (3) members will be present to constitute a quorum in order to transact the business of the Committee. Any member of such Committee directly involved in the outcome of a hearing, or who believes he or she has a conflict of interest rendering him or her incapable of making an impartial decision will disqualify himself or herself from that hearing and the Director of Student Affairs will appoint a person to take his or her place at that hearing.

Committee Procedures

Once a student or alumnus responds to an alleged violation, he or she will be given a minimum of seven (7) days to prepare for a hearing. Students or alumni may request to waive the seven (7) day preparation requirement if they prefer an expedited hearing.

At least forty-eight (48) hours before any scheduled hearing, the following will occur:

- The accused student or alumnus will deliver to the Director of Student Affairs, Student Affairs Specialist, or designee a written response to the complaint.
- The accused student or alumnus will deliver to the Director of Student Affairs, Student Affairs Specialist, or designee a written list of all witnesses the accused student or alumnus wants the University to call on his or her behalf at the hearing, giving the full contact information of any such witness, if known.
- The accused student or alumnus will deliver to the Director of Student Affairs, Student Affairs Specialist, or designee a written list of all items of physical information the accused student or alumnus intends to use or needs to have present at

the hearing, and will indicate who has possession or custody of such information, if known.

- If there is an alleged victim of the conduct in question, the alleged victim may serve as the complainant, or may elect to have the administration serve as complainant. Where there is no victim, the administration will serve as complainant.
- The complainant will deliver to the Director of Student Affairs, Student Affairs Specialist, or designee a written list of all witnesses the complainant wants the University to call and a list of all physical information that will be used by the complainant at the hearing and will indicate who has possession or custody of such information, if known.
- The parties will notify the Director of Student Affairs, Student Affairs Specialist, or designee, at least forty-eight hours prior to the hearing, of the names of any advisors who may be accompanying the parties at the hearing; advisors are to be selected from members of the University of the Rockies community unless special permission for an outside advisor is granted by the Director of Student Affairs, Student Affairs Specialist, or designee.
- The Director of Student Affairs, Student Affairs Specialist, or designee will ensure that this information and any other available written documentation is shared between the complainant and accused student or alumnus at least twenty-four hours before any scheduled hearing. In addition, the parties will be given a list of the names of all the hearing officers for the complaint. Should either party object to any members of the board or panel, they must raise all objections in writing to the Director of Student Affairs, Student Affairs Specialist, or designee immediately. Hearing officers will only be unseated if the Director of Student Affairs, Student Affairs Specialist, or designee concludes that their bias precludes an impartial hearing of the complaint. Additionally, any Student Community Standards Committee member or hearing officer who feels he or she cannot make an objective determination must excuse himself or herself from the proceedings.

Admissible Information

The Committee will consider all information that is relevant and credible. The Committee may in its discretion limit or bar character witnesses. Any questions of the admissibility of information will be determined by the Chair. The past sexual history or sexual character of a party will not be admissible by the other party in hearings unless such information is determined to be highly relevant by the Chair. All such information sought to be admitted will be presumed irrelevant, and any request to overcome this presumption by the parties must be included in the complaint/response or a subsequent written request, and must be reviewed in advance of the hearing by the Director of Student Affairs or designee. While previous conduct violations by the accused student or alumnus are not generally admissible as information about the present alleged violation, the Director of Student Affairs or designee may supply previous complaint information to the Committee, or may consider it himself or herself if he or she is hearing the complaint, only if:

1. The accused was previously found to be responsible;
2. The previous incident was substantially similar to the present allegation; and
3. Information indicates a pattern of behavior and substantial conformity with that pattern by the accused student or alumnus.

Record of Proceeding

Proceedings before the Student Community Standards Committee will be recorded. A tape recording of the proceedings will be sufficient. In the event a transcript of the proceedings is requested, the person so requiring will pay the cost of reproduction.

Post-Hearing Procedures

After a Student Community Standards Committee hearing, the Committee will deliberate and determine by majority vote whether it is more likely than not that the student or alumnus has violated the Student Community Standards. The Director of Student Affairs, Student Affairs Specialist, or designee will be present and available as a resource during all deliberations. Once a finding is determined, if that finding is that of a policy violation, the Student Community Standards Committee will determine an appropriate sanction.

The Director of Student Affairs, Student Affairs Specialist, or designee is responsible for informing the Student Community Standards Committee of applicable precedent and any previous conduct violations by the accused student. The Chair will prepare a written deliberation report to the Director of Student Affairs, Student Affairs Specialist, or designee detailing the finding, how each body member voted, the information cited by the body in support of its finding, and any information that the body excluded from its consideration, and why.

This report should conclude with any recommended sanctions. This report must be submitted to the Director of Student Affairs, Student Affairs Specialist, or designee within 48 hours after the end of deliberations.

The Director of Student Affairs will implement the final determination and inform the parties within seven (7) days after the hearing.

Sanctions

The following sanctions may be imposed upon any student or alumnus found to have violated the Student Community Standards:

Disciplinary Warning: A notice in writing to the student or alumnus that the student is violating or has violated institutional policies. The letter informs the student or alumnus that continued misconduct will result in further disciplinary action.

- **Conduct Probation:** A student whose behavior on or off campus/site is in violation of established University policies and/or rules. This sanction may be imposed for not less than one academic term nor more than three academic terms. The conduct body determines the beginning and ending dates. Students on conduct probation may incur additional sanctions for any subsequent violation of University policies and/or rules, whether or not this violation is related to the original violation for which conduct probation was imposed.
- **Probation Restrictions:** Students on probation may be subject to the following restrictions:
 - a. They may not hold any office or leadership role in any student or University organization or activity.
 - b. They may not represent the University in any on- or off-campus/site event.
 - c. Other restrictions may be established for individual situations.

Loss of Privileges: A denial of specified privileges for a definite period of time. Privileges that may be lost include, but are

not limited to, the following:

1. **Restricted Access:** Offender may be restricted from entering specified buildings or areas on campus/site, from attendance at specified campus/site events, or from use of specified equipment or facilities for definite periods of time.
2. **Fines:** Fines may be imposed to restore damage to physical property. In addition, the conduct body may recommend that the University refuse: (1) to grant academic credits or degrees; or (2) to issue grades or transcripts to the student offender(s) or student member(s) of an offending organization, until such fine is paid. The method of payment will be specified by the conduct body imposing the fine.
3. **Restitution:** Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement. The conduct body may recommend that the University refuse: (1) to grant academic credits or degrees; or (2) to issue grades or transcripts to the student offender(s) or student member(s) of an offending organization, until restitution is complete.
4. **Educational Remediation Projects:** Completion of an educational or remediation project such as, but not limited to, the following: attending a specific workshop or program, writing an article or research paper on a specified topic, making an oral presentation to a campus/site group, participating in specified counseling/evaluation, work assignments, and/or service to the University. The Director of Student Affairs or designee may develop additional remediation sanctions to meet individual student needs on a case by case basis.
5. **Alumni Services:** An alumnus/ae who commits academic dishonesty may lose privileges afforded alumni.

Suspension: Separation of the student from campus/site, classes, and all privileges for a definite period of time, after which the student is eligible to return.

The offender may not be on campus/site at any time or participate in University classes except to come to the Administration Building for matters directly related to the suspension.

In cases where suspension prevents course work, the student will receive a "W" grade. Tuition and fees will be refunded as per applicable tuition refund policies outlined in *Tuition, Fees, and Financial Aid* section of this *Catalog*. Any conditions for readmission will be stated in the order of suspension.

Expulsion: With approval from the Vice Provost, permanent separation of the student from the University. Tuition and fees will be refunded as per applicable refund policies outlined in the *Tuition, Fees, and Financial Aid* section of this *Catalog*. The student is barred from being present on campus/site and at University-sponsored events.

The following sanctions may be imposed upon groups or organizations:

- a. Those sanctions listed previously; and
- b. **Deactivation:** Loss of all privileges, including University recognition, for a specified period of time.

Rescindment of Degree: With approval from the President, a University of the Rockies degree may be rescinded when there is clear and convincing evidence that one of the following has occurred:

- A degree has been conferred in error;
- All University-defined requirements were not satisfied at the time the degree was granted; or
- A previously awarded passing grade is reversed, resulting in unmet degree requirements.

Student Community Standards Committee Hearing Appeal

There is no appeal from the results of an informal hearing.

To appeal from a Student Community Standards Committee Hearing:

1. Accused students or complainants may petition within three (3) business days of receiving the written decision of the Student Community Standards Committee for the review of its decision or the sanction imposed. Such petitions will be in writing and will be delivered to the Provost.
2. If the Provost determines that one of the five bases for appeal listed subsequently has been met, the Provost may either re-open the hearing to allow reconsideration of the original determination and/or sanction(s) or will refer the matter back to the Student Community Standards Committee for reconsideration. The Provost serves as the final level of review in the conduct matter.
3. Except as required to explain the basis of new information, a review will be limited to review of the verbatim record of the initial hearing and supporting documents for one or more of the following purposes:
 - a. To consider new information, unavailable during the original hearing, that could be outcome determinative;
 - b. To assess whether a material deviation from written procedures impacted the fairness of the hearing;
 - c. To decide if a sanction(s) is grossly disproportionate to the severity of the offense;
 - d. To determine that the finding does not accord with the information;
 - e. To assess whether bias on the part of a conduct board member deprived the process of impartiality.

Every opportunity should be taken to return the complaint to the Student Community Standards Committee for reconsideration, where possible. On appeal by any party to the complaint, the Provost or the Student Community Standards Committee (by majority vote) may support or change a decision, increase, decrease or modify a sanction. An appeal is not a rehearing, though witnesses may be called or parties questioned as necessary. The reviewing body will be deferential to the original decision maker, making changes to the finding only where there is clear error and to the sanction only if a compelling justification to do so exists.

Administrative Class Leave

Students placed on Administrative Class Leave are removed from all classes scheduled to begin in the future, pending verification of their identity. Students who are placed on Administrative Class Leave based on the need to verify identity will have up to 14 days from their last date of attendance to provide the requested documentation to the Registrar's Office. If the student fails to provide the documentation necessary to verify his or her identity, he or she will be administratively withdrawn from the University. Students who have been

administratively withdrawn for failure to authenticate their identity who are seeking to re-enroll in the University will be required to provide the necessary verification of identity prior to reapplying and may be subject to student conduct sanctions dependent upon the circumstances surrounding their failure to authenticate identity in a timely manner. The University may also deny or rescind admission to any student the University determines to have engaged in identity related fraud or theft.

Emergency Administrative Leave

In situations requiring immediate action, and after consultation with concerned individuals (e.g., students, faculty, administrators, other staff members, internship, or student teaching supervisors, etc.), the Director of Student Affairs (online or Denver Instructional Site), the Student Affairs Specialist (Colorado Springs Campus) or designee may place the student on an Emergency Administrative Leave. Students placed on Emergency Administrative Leave are removed from all current and future courses.

During Emergency Administrative Leave, the University administration will conduct a timely investigation. Students will remain on an administrative leave no more than 14 days from the student's last date of attendance. Within that 14-day period, the University administration will follow University procedures for administration of the Student Community Standards and render a decision as to any change in status and/or sanctions to be imposed by University of the Rockies. Students on Emergency Administrative Leave are not permitted to return to campus/site or to participate in University classes or events.

More than one of the sanctions listed previously may be imposed for any single violation.

Special Procedural Provisions for Sexual Misconduct and Other Sensitive Issues

- a. **Advisor/Advocate/Presence of Others:** All parties to sexual misconduct complaints have the right to an advisor/advocate from the community. Any advisors from outside the community must be pre-approved by the Director of Student Affairs. The accuser and the accused are entitled to the same opportunity to have other persons present during a disciplinary hearing, who may not be advisors or advocates.
- b. **Amnesty Policy:** University of the Rockies encourages the reporting of crimes by victims. Sometimes, victims are hesitant to report to University officials because they fear that they themselves may be accused of policy violations. It is in the best interests of this community that as many victims as possible choose to report to University officials. To encourage reporting, University of the Rockies pursues a policy of offering victims of crimes immunity from policy violations related to the incident.
- c. **Attempted Violations:** In most circumstances, University of the Rockies will treat attempts to commit any of the violations listed in the Standards as if those attempts had been completed.
- d. **False Reporting:** University of the Rockies will not tolerate intentional false reporting of incidents. It is a violation of the Standards to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws.
- e. **Group Action:** When members of groups, individuals acting collusively, or members of an organization act

in concert in violation of any policy, they may be held accountable as a group, and a hearing may proceed against the group as joint accused students.

- f. List of Witnesses and Copies of Documentary Evidence: University procedures call for an exchange of information between the parties in advance of the hearing, including an exchange of the complaint and answer, witness lists, and other written statements that may be available.
- g. No-Contact Order: Students are entitled to seek a no-contact order that imposes reasonable restrictions on student contact during and potentially after campus/site conduct proceedings are in progress.
- h. Notice of When Complaint Delivered to Accused Student: Complainants are notified as to when notice of the complaint is delivered to the accused student, so as to protect themselves from potential retaliation.
- i. Right to a Closed Hearing: In sensitive issues, such as stalking, violence, and sexual misconduct, all hearings will be closed to the public, and only those who have a legitimate reason to be present will be permitted to be present.
- j. Right to Advance Notice of Board Composition and Right to Challenge: All parties to the complaint will receive advance notice of who will serve on the conduct board or panel and will be given the right to challenge any member of the basis of actual bias. Any challenge will be decided by the Director of Student Affairs.
- k. Right to a Prompt Process and Hearing: Sexual misconduct complaints are fast-tracked to ensure that University of the Rockies provides a prompt response.
- l. Right to be Informed of Appeal Status: The parties will be informed by the Office of the Director of Student Affairs if any of the parties to the complaint requests an appeal.
- m. Right to be Present for Entire Proceeding: Each party has the right to be present for all testimony and questioning. Only deliberation is conducted in closed-session without the parties present. If findings and sanctions are presented orally at the end of the hearing, the complainant is permitted to be present.
- n. Right to Know Outcome and Sanctions: Whether in writing or informed orally, the complainant and the accuser have the right to know the outcome and sanctions of the hearing.
- o. Right to Present Own Complaint or Use Proxy: The alleged victim has the right to present his or her own complaint if he or she wants to, or to ask the University to stand as complainant in his or her place.
- p. Separate Testimony Options: Any complainant can request to give his or her testimony via alternate means to being in the physical presence of the person he or she has accused. Screens and closed-circuit broadcasts may be permitted, but not to the disadvantage of the accused student.
- q. Sexual History/Character: All parties to a complaint have a right not to face questions or discussion of their sexual history or character unless the hearing chair or administrative hearing officer determines that such information

is highly relevant to determining whether the policy has been violated.

- r. University as Complainant: As necessary, University of the Rockies reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

In any complaint where there is a finding of violation of the sexual misconduct policy, the sanctioning, in addition to standard sanctioning principles, will be guided by the following goals to:

- Ensure that the discriminatory conduct is brought to an end;
- Make a reasonable effort to prevent the reoccurrence of the discriminatory conduct in the future;
- Restore the victim, as much as possible, to his or her pre-deprivation status and undo the effects of gender-based discrimination upon him or her; and
- Changes to Academic Situations: The University will make changes to the victims' academic situations following an alleged sex offense if the changes are requested and reasonably available. Note: The University does not maintain any residential campus facilities.

Involuntary Leave

The University of the Rockies considers the safety and well-being of its students, faculty, and staff as a top priority. The Involuntary Leave policy is not intended to be a substitute for appropriate disciplinary action when discipline is warranted, but may be used in cases when regular disciplinary proceedings cannot or should not be used, and after attempts to encourage the student to initiate a voluntary leave have been exhausted. Involuntary Leave is available to protect the health and safety of the University community and is not a penalty. When a student engages in behavior that violates the Student Community Standards (Standards), the behavior will be addressed as a disciplinary matter under the applicable Standards.

Grounds for Involuntary Leave

A student may be subjected to Involuntary Leave if there is evidence that the student's continued attendance presents an unreasonable risk of harm to themselves or to members of the University community. The leave will endure for a pre-determined period, or until the student no longer poses an unreasonable risk of harm, at which time the leave will end and the student will be reinstated. Grounds for Involuntary Leave include:

- a. Represents a significant threat to the safety and health of members of the University community, including themselves; or
- b. Impedes the educational process or activities of the University and its personnel.

Procedure

When the Director of Student Affairs, Student Affairs Specialist, or designee receives credible information regarding a student's behavior, statements, or actions, that may constitute grounds for Involuntary Leave, the Director of Student Affairs, Student Affairs Specialist, or designee will meet with the student to review the reported behavior, actions, and or statements. If the Director of Student Affairs, Student Affairs

Specialist, or designee has a reasonable basis to believe that the student meets the criteria for Involuntary Leave, he or she may take any of the following actions:

- a. Impose an immediate Emergency Administrative Leave if there is compelling evidence that the student poses an immediate danger to the University community; or
- b. Require the evaluation of the student by an appropriate professional chosen by the University. The cost of the evaluation shall be paid for by the University's educational program. The evaluation shall be completed within 10 business days after the initial meeting with the Director or designee, unless an extension is granted.

Evaluation

In situations where a mandatory evaluation by a professional is expected, the student will be required to sign written authorization to allow for the exchange of relevant information between the University and the evaluating professional. Failure to cooperate with the evaluation or sign the written authorization may result in a referral to the student conduct process. The professional making the evaluation shall assess the student's ability to safely participate in the University community. The assessment shall include a determination of:

- The severity of risk posed by the student to the health and safety of the University community;
- The probability that potential harm may occur, and
- Whether reasonable modifications of policies, practices, and procedures will sufficiently mitigate the risk.

If the evaluation results in a determination that the student's continued attendance poses no significant threat to the health and safety of the University community, the University shall take no further action under the Involuntary Leave policy.

If the evaluation results in a determination that the continued attendance of the student presents a significant threat to the health and safety of any member(s) of the University community, the University may refer the matter to the Office of Student Affairs and/or will conduct an Involuntarily Leave hearing to make an individualized and objective assessment of the student's ability to safely participate in the University's educational program. The assessment will include a determination of the severity of risk posed by the student to the health and safety of members of the University community, the probability that potential harm may occur, and whether reasonable modifications of policies, practices, and procedures will sufficiently mitigate the risk. The student may provide evidence showing he or she should not be placed on Involuntary Leave. If the hearing determines there is an unreasonable risk based on a high probability of substantial harm to members of the University community, the student will be placed on leave from the University.

During the period of either Emergency Administrative Leave or during a time period of Involuntary Leave after assessment, the student is not permitted to participate in University courses or events, or be present in any University facility or on any campus/site, except by the express permission of the Director of Student Affairs, or designee. Appeals of an Involuntary Leave will be handled in accordance with the University of the Rockies *Dispute Resolution Procedure for Student Complaints*.

Consequences to Course Grades and Tuition or Other Fee Charges

If the Involuntary Leave policy is invoked, the student will receive "W" grades (withdraw grades) in all courses in which he or she is currently enrolled, and will be considered eligible for a tuition credit upon re-enrollment. Regular tuition charges and other applicable fees will be refunded per the *Tuition Refund Policy* outlined in the *Tuition, Fees, and Financial Aid* section of this *Catalog*, based on the student's last date of attendance.

Appeal of Involuntary Leave after Evaluation or Emergency Administrative Leave

In situations where a student is involuntarily withdrawn as a result of either an Emergency Administrative Leave or as an action determined appropriate from the results of the assessment, a student shall be informed of his or her right to appeal the University's decision regarding the Involuntary Leave.

The appeal shall be in writing and directed to the Director of Student Services or designee and shall be received within ten (10) business days of the determination of the Involuntary Leave. Upon receipt of the appeal, the Director of Student Services or designee shall set a hearing date no later than 15 business days after receipt of the appeal. The hearing shall be an informal proceeding and is not considered adversarial.

At the hearing, the student will be provided with the opportunity to review any evaluations utilized by the University in the determination to invoke the Involuntary Leave policy. The student will also be provided with the opportunity to present relevant information from his or her perspective. The student may be accompanied by a person acting as an advocate who may be a family member or friend or member of the University community. The Director of Student Services or designee will review all the information presented in the hearing and make a determination of whether to uphold the involuntary leave of the student or consider readmission to the University.

Readmission to the University

A student who is involuntarily withdrawn under the Involuntary Leave policy will have the opportunity to re-enroll according to the time period specified in the decision letter from the Director of Student Services or designee (in the case of an appeal). In all cases, the period of re-enrollment will not be before the start of the next academic term. The student must demonstrate, in addition to meeting all normal requirements for admission that the student no longer presents an unreasonable risk of harm and/or the student is no longer deemed to be engaging in and will not engage in any of the behaviors that led to the initial action of imposing the Involuntary Leave. The University may impose conditions upon the reenrollment status that limit the nature and scope of the student's participation in the community if appropriate.

Nondiscrimination

University of the Rockies is an educational institution that admits academically qualified students to all the rights, privileges, programs, and activities generally available to students at the University. A student shall have the right to participate in University-sponsored services and activities without discrimination or harassment. The University does not discriminate in its education programs and activities on the basis of race, color, creed, national or ethnic origin, religion, sex, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities

and affiliations, age, disability, sexual orientation, gender identity, veteran status, or any other consideration made unlawful by federal, state, or local laws. Specifically, Title IX/SaVE requires the University not to discriminate on the basis of gender or sex in its education programs and activities. Gender/sex harassment, including gender sexual violence, is a form of prohibited gender or sexual discrimination. Examples of covered acts are found in the *Sexual Misconduct Policy* section of this *Catalog*.

Students who believe they have been subjected to discrimination, misconduct, harassment, violence or retaliation in violation of this policy should follow the procedures outlined in *Reporting/Filing a Complaint for Title IX (Gender/Sex Discrimination)* section of this *Catalog*. This process involves a thorough, impartial investigation designed to provide a fair, prompt, and reliable determination about whether University of the Rockies' nondiscrimination policies have been violated. As necessary, University of the Rockies reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim.

Students, staff, or faculty that wish to report a concern or complaint relating to discrimination, misconduct, harassment, violence or retaliation concerning faculty, staff, a student or students may do so by reporting the concern as listed in the following. For complaints alleging discrimination, misconduct, harassment, violence or retaliation based on gender or sex:

Contact the Title IX/SaVE Coordinator/SaVE for University of the Rockies, Dr. Deborah Pardee, Core Faculty, School of Professional Psychology, at:

Phone: (866) 621-0124, ext. 2134;

Email: deborah.pardee@rockies.edu;

Mailing Address:

**555 E. Pikes Peak Ave., Ste. 108
Colorado Springs, CO 80903**

For all other complaints, including discrimination, misconduct, harassment, violence or retaliation based on race, color, creed, national or ethnic origin, religion, pregnancy, childbirth and related medical conditions, marital status, medical condition, service in the uniformed services, political activities and affiliations, age, disability, veteran status, or any other consideration made unlawful by federal, state, or local laws:

Contact Pedro Hernandez, or any member of the Student Dispute Resolution Center at Dispute.Resolution@rockies.edu or (866) 621-0124, ext. 1455.

Individuals with complaints of any nature described above also have the legal right to file a formal complaint with the Office for Civil Rights (OCR), United States Department of Education, Washington, DC 20202.

Sexual Misconduct Policy

Gender/Sexual Discrimination, Misconduct, Harassment or Violence - Title IX/SaVE

Purpose: University of the Rockies is committed to maintaining an academic climate in which individuals of the University community have access to an opportunity to benefit fully from the University's programs and activities. When students experience acts of sexual misconduct, their sense of safety and trust is violated. This can significantly interfere with their lives, including their educational goals. This policy has been developed to proactively create a campus environment in which incidents of sexual misconduct can be promptly and effectively responded to without further victimization,

retaliation, and with possible remediation of its effects.

Dissemination of the Policy, Educational programs and Employee Training

This policy shall be disseminated through the *University of the Rockies Academic Catalog*, provided to the University community online through the University website, Student Portal, and through other appropriate channels of communication.

New and current students will be provided with educational materials to promote familiarity with this policy. Newly hired employees and current employees responsible for reporting sexual misconduct will be provided with training. Furthermore, annual training will be provided to investigators and hearing officers.

The educational programs and employee training provide ongoing awareness and prevention campaigns that also identifies safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such bystander. Additionally, information is provided on risk reduction so that students, faculty/staff may recognize warning signs.

Definitions and Examples of Sexual Misconduct

Sexual Misconduct Offenses include, but are not limited to:

1. Sexual Harassment
2. Sexual Assault
3. Sexual Violence
4. Sexual Exploitation
5. Domestic and/or Dating Violence
6. Stalking

The University considered the Violence Against Women Reauthorization Act of 2013 (VAWA), and for the purposes of this policy the various sexual misconduct definitions listed in the following are by applicable jurisdictions. Definitions may vary by state.

Sexual Harassment

Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that has the effect of unreasonably interfering with an individual's academic or work performance, or creates an intimidating, hostile, or offensive environment. Sexual violence is a form of sexual harassment prohibited by Title IX/SaVE.

Three Types of Sexual Harassment

1. Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently offensive so that it alters the conditions of education or employment, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include:
 - the frequency of the conduct;
 - the nature and severity of the conduct;

- whether the conduct was physically threatening;
- whether the conduct was humiliating;
- the effect of the conduct on the alleged victim's mental or emotional state;
- whether the conduct was directed at more than one person;
- whether the conduct arose in the context of other discriminatory conduct;
- whether the statement is a mere utterance of an epithet which engenders offense in an individual, or offends by mere discourtesy or rudeness; and
- whether the speech or conduct deserves the protections under other of principles such as academic freedom.

Hostile Environment sexual harassment may occur in student-to-student, faculty/staff to student or student to faculty/staff relationships or third party to student/faculty/staff.

2. Quid pro quo sexual harassment exists when there are:
- unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
 - submission to or rejection of such conduct results in adverse educational or employment action.

Quid Pro Quo harassment may occur in student to student, faculty/staff to student or student to faculty/staff relationships.

3. Retaliation. The University will sanction a faculty, student, or staff member who takes adverse action against a person because of the person's participation in or support of an investigation of discrimination or sexual misconduct. Adverse action includes, but is not limited to, threats, harassment, intimidation (implied threats) or actual violence against the person or his or her property, adverse educational or employment consequences, ridicule, taunting, bullying, or ostracism.

Retaliation sexual harassment may occur in student to student, faculty/staff to student or student to faculty/staff relationships, or third party to student/faculty/staff.

Title IX/SaVE also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Sexual Assault

In Colorado the definition of Sexual Assault is as follows:

Any actor who knowingly inflicts sexual intrusion or sexual penetration on a victim commits sexual assault if:

- a. The actor causes submission of the victim by means of sufficient consequence reasonably calculated to cause submission against the victim's will; or
- b. The actor knows that the victim is incapable of appraising the nature of the victim's conduct; or
- c. The actor knows that the victim submits erroneously, believing the actor to be the victim's spouse; or
- d. At the time of the commission of the act, the victim is less than fifteen years of age and the actor is at least four years older than the victim and is not the spouse of the victim; or
- e. At the time of the commission of the act, the victim is at least fifteen years of age but less than seventeen years

of age and the actor is at least ten years older than the victim and is not the spouse of the victim; or

- f. The victim is in custody of law or detained in a hospital or other institution and the actor has supervisory or disciplinary authority over the victim and uses this position of authority to coerce the victim to submit, unless the act is incident to a lawful search; or
- g. The actor, while purporting to offer a medical service, engages in treatment or examination of a victim for other than a bona fide medical purpose or in a manner substantially inconsistent with reasonable medical practices; or
- h. The victim is physically helpless and the actor knows the victim is physically helpless and the victim has not consented. C.R.S.A. § 18-3-402.

Sexual Violence

Sexual violence is defined as physical sexual acts engaged in without the consent of the other person or when the other person is unable to consent to the activity. Sexual violence includes sexual assault, rape, battery, and sexual coercion; domestic violence; dating violence; and stalking.

Consent

In Colorado, consent means cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission under the influence of fear shall not constitute consent. C.R.S.A. § 18-3-401(1.5).

Incapacitation

Colorado's Criminal Code does not define "incapacitation" or any of its variants, but it does note that "[a]ny 'victim' under the age of eighteen is considered incapacitated, unless that person is legally emancipated or the court orders otherwise." C.R.S.A. § 18-1.3-602(4)(a)(VI)(c).

Sexual Exploitation

Occurs when a person takes non-consensual or abusive sexual advantage of another for his or her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- prostituting another student;
- non-consensual video or audio-taping of sexual activity;
- going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- engaging in voyeurism; and
- knowingly transmitting an STI or HIV to another student.

Domestic Violence

Domestic violence means an act or threatened act of violence upon a person with whom the actor is or has been involved in an intimate relationship. ("Intimate relationship" means a relationship between spouses, former spouses, past or present unmarried couples, or persons who are both the parents of the same child regardless of whether the persons have been married or have lived together at any time. C.R.S.A. § 18-6-800.3(2).) Domestic violence also includes any other crime against a person, or against property, including an animal, or any municipal ordinance violation against a person, or against property, including an animal, when used as a method of coercion, control, punishment, intimidation, or revenge directed

against a person with whom the actor is or has been involved in an intimate relationship. C.R.S.A. § 18-6-800.3(1).

Dating Violence

Colorado statute, regulations, and case law do not define “dating violence.” Since there is no Colorado definition of “dating violence,” the VAWA definition is:

The term “dating violence” means violence committed by a person--(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship. 42 U.S.C. § 13925(a)(10).

Stalking

Colorado – A person commits stalking if directly, or indirectly through another person, the person knowingly:

- a. Makes a credible threat to another person and, in connection with the threat, repeatedly follows, approaches, contacts, or places under surveillance that person, a member of that person’s immediate family, or someone with whom that person has or has had a continuing relationship; or
- b. Makes a credible threat to another person and, in connection with the threat, repeatedly makes any form of communication with that person, a member of that person’s immediate family, or someone with whom that person has or has had a continuing relationship, regardless of whether a conversation ensues; or
- c. Repeatedly follows, approaches, contacts, places under surveillance, or makes any form of communication with another person, a member of that person’s immediate family, or someone with whom that person has or has had a continuing relationship in a manner that would cause a reasonable person to suffer serious emotional distress and does cause that person, a member of that person’s immediate family, or someone with whom that person has or has had a continuing relationship to suffer serious emotional distress. For purposes of this paragraph (c.), a victim need not show that he or she received professional treatment or counseling to show that he or she suffered serious emotional distress. C.R.S.A. § 18-3-602(1).

Confidentiality

While reports of this nature may result in the gathering of extremely sensitive information about individuals, such information is considered confidential and every effort will be made to keep the information confidential. Disclosures of certain personal information may be disclosed concerning a report of sexual harassment or sexual violence to the University. In such cases, efforts will be made to redact the records in order to protect the privacy of individuals.

Students are encouraged to speak to officials from the University to make formal reports of incidents. Students have the right and can expect to have incidents of sexual misconduct to be taken seriously by the University when formally reported, and to have those incidents investigated and properly resolved through administrative procedures.

The University has an obligation to investigate reports of this nature with or without the consent from the victim. The University will attempt to obtain consent from the victim before beginning an investigation. If the victim request confidentiality or ask that the complaint not be pursued, the University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If the victim insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the University’s ability may then be limited in its response. Although the response may be limited, these types of reports help to keep the Title IX/SaVE Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses.

There are other resources listed below. These other resources are available for the reporting of crimes and policy violations, and they will take action when a report of victimization has been made to them. Neither University resources, nor the law requires a divulgence of private information from a student.

Confidential Ground Student Resources

If a student desires that details of the incident be kept confidential, he or she should speak with support resources maintained by the University.

Online Student Resources

Online students should contact the Office of Student Access and Wellness Student Advocate HELP line at 866.621.0124, ext. 8689 in order to access support services.

Other Resources

For other resources refer to the *Counseling, Treatment, and Rehabilitation Programs* section in the *Student Support, Health, and Safety* section of this *Catalog*.

Retaliation

This policy also prohibits retaliation against a person who reports sexual harassment, assists someone with a report of sexual harassment, or participates in any manner in an investigation or resolution of a sexual harassment report. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

Recordkeeping

The TitleIX/SaVE Coordinator, along with Legal & Compliance is responsible for maintaining records relating to sexual harassment and sexual violence reports, investigations, and resolutions. Records shall be maintained in accordance with University Record Retention Policies. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instructions from Legal & Compliance.

Reporting/Filing a Complaint for Title IX

(Gender/Sex Discrimination)

Sexual misconduct is a threat to the entire University community. Members from the University community are strongly encouraged to report all incidents that threaten a student’s continued well-being, safety, or security. Complaints from any member of the University community relating to discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender

or sex concerning a faculty, staff, a student or students may be reported to:

Title IX/SaVE Coordinator of University of the Rockies, Dr. Deborah Pardee, Core Faculty, School of Professional Psychology. Dr. Pardee can be contacted at:

Phone: (866) 621-0124, ext. 2134;

Email: deborah.pardee@rockies.edu

Mailing Address:

555 E. Pikes Peak Ave., Ste. 108

Colorado Springs, CO 80903

In addition, students, faculty, and staff at the campus in Colorado Springs may refer complaints directly to the Student Affairs Specialist; Denver Instructional Site and online students, faculty, and staff may refer complaints directly to the Director of Student Affairs, who will ensure the complaint is received by the Title IX/SaVE Coordinator.

For *Contact Information*, please refer to the *Introduction* section of this *Catalog*.

The Title IX/SaVE Coordinator is responsible for the oversight, coordination and implementation of all Title IX compliance activities for the University. Title IX/SaVE Coordinator responsibilities include, but are not limited to, monitoring of the ongoing publication of the University's policy of *Nondiscrimination* including the Title IX/SaVE Coordinators contact information, continuous monitoring and oversight of overall University activities for compliance with Title IX requirements including athletic equity, grievance procedures, investigations, sanctions and evaluating requests for confidentiality.

University personnel will inform students in writing of procedures that victims should follow, including:

- the importance of preservation of any evidence;
- options regarding the assistance of local law enforcement, campus/site officials; the option to decline assistance, or decline notifying local law enforcement;
- any interim protective measures that will be taken and their options for protective orders; and
- resources including counseling, health, and mental health services.

Individuals with complaints of any nature described above also always have the right to file a formal complaint with the Office for Civil Rights (OCR), United States Department of Education, Washington DC 20201, and/or with local law enforcement.

Other Complaints

All other complaints, including discrimination, misconduct, harassment, violence or retaliation based on race, color, creed, national or ethnic origin, religion, pregnancy, childbirth and related medical conditions, marital status, gender identity, medical condition, service in the uniformed services, political activities and affiliations, age, disability, veteran status, or any other consideration made unlawful by federal, state, or local laws, should follow the relevant procedure outlined in the *Dispute Resolution Procedure for Student Complaints* and/or contact:

Pedro Hernandez, or any member of the Student Dispute Resolution Center at Dispute.Resolution@rockies.edu or (866) 621-0124, ext. 1455.

An individual may also file a complaint or grievance alleging discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex in the procedure outlined in the *Dispute Resolution Procedure for Student Complaints*, if they prefer; however, these complaints will be routed back the Title IX/SaVE Coordinator.

The above complaint processes (Gender/Sex and Other Complaints) involve a thorough, impartial investigation designed to provide a fair, prompt, and reliable determination about whether the University nondiscrimination policies have been violated. As necessary, the University reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim. The University has an obligation to report any crimes of which it has knowledge under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

Receipt of Complaint

Upon receiving notice of a possible violation of the Sexual Misconduct policy, University of the Rockies will take immediate and appropriate steps to:

- end the behavior;
- conduct a prompt, fair and impartial investigation;
- remedy the effects, and
- prevent it from reoccurring.

Referral to Office of Student Grievance Resolution

Upon receipt of a complaint, the Title IX/Save Coordinator will refer the complaint to the Office of Student Grievance Resolution (OSGR), and if necessary, to Employee Relations, for investigation.

- The investigation should be completed and findings issued within sixty (60) calendar days from the receipt of the complaint, barring documented unforeseen circumstances.
- In Colorado Springs Campus and Denver Instructional Site based complaints, the Title IX/SaVE Coordinator and Director of Student Affairs will coordinate with the Student Affairs Specialist, and, if necessary, Human Resources staff, to determine the need for initial, short term remedial actions.
- For complaints filed by online students, any initial, short term remedial actions deemed necessary shall be carried out by the Title IX/SaVE Coordinator and Director of Student Affairs in coordination with the Student Affairs Specialist, and if necessary, Human Resources staff.

Office of Student Grievance Resolution Initial Investigation Into Complaint

- Upon receipt of a complaint from the Title IX/SaVE Coordinator, the Office of Student Grievance Resolution (OSGR), and if necessary, Human Resources staff will investigate the complaint.
- OSGR and, if necessary, Human Resources staff, will determine the identity and contact information of the Complainant, whether that will be the initiator, the alleged victim, or a University proxy or representative.
- OSGR and, if necessary, Human Resources staff, will collaborate with the complainant to identify the correct policies allegedly violated.
- OSGR and, if necessary, Human Resources staff, will conduct an immediate initial investigation to determine if there is reasonable cause to charge the accused individual,

and what policy violations should be alleged as part of the complaint. If a reasonable cause exists, OSGR, and if necessary, Human Resources will prepare a Notice of Charges on the basis of the initial investigation and submit to the Title IX/SaVE Coordinator for further action.

- Once the Title IX/SaVE Coordinator receives a copy of the report of initial findings, the Title IX/SaVE Coordinator and the Director of Student Affairs and, if necessary, Human Resources staff, will review the findings and make a determination as to whether reasonable cause exists to bring charges against the accused individual. If reasonable cause exists, the matter shall proceed to a formal investigation.
- If the Title IX/SaVE Coordinator and Director of Student Affairs and, if necessary, Human Resources staff, determine there is insufficient evidence to support reasonable cause, the Title IX/SaVE Coordinator or designee or, if necessary, Human Resources, will simultaneously and in writing inform the complainant and the accused that the investigation is discontinued.
- The complainant and the accused have the right to meet with the Title IX/SaVE Coordinator to receive information as to why the investigation was terminated.
- The complainant has the right to meet with Title IX/SaVE Coordinator to receive information as to why the investigation was terminated.
- Where the Title IX/SaVE Coordinator, Director of Student Affairs and, if necessary, Human Resources staff, affirm an investigator finding that there is insufficient evidence to support reasonable cause, the complaint will be closed and the Title IX/SaVE Coordinator or designee or, if necessary, Human Resources, will simultaneously and in writing inform the complainant and the accused that the investigation is discontinued and will reverse any interim, short term actions taken.

Notice of Charges and Continued Investigation of Complaint

- If the Title IX/SaVE Coordinator and Director of Student Affairs determine there is sufficient evidence to support reasonable cause and approve the charges, the investigator and Title IX/SaVE Coordinator collaborate with the Director of Student Affairs or Student Affairs Specialist and, if necessary, Human Resources' staff, to determine the need for additional, short term remedial actions for any parties involved in the complaint. Any additional, short term remedial actions deemed necessary prior to the continuation of the investigation shall be carried out at the Colorado Springs Campus by the Student Affairs Specialist and, if necessary, Human Resources staff; at the Denver Instructional Site and for online cases this will be carried out by the Director of Student Affairs. Any additional, short term remedial actions deemed necessary prior to the continuation of the investigation shall be carried out by the Director of Student Affairs, or designee, and if necessary, Human Resources.
- The Director of Student Affairs or his/her designee, campus/site personnel, or Human Resources if necessary, will first communicate to the complainant the continuation of the investigation and intent to present the accused with a Notice of Charges. The Director of Student Affairs and if necessary, Human Resources, will simultaneously present the accused with the official Notice of Charges.
- Director of Student Affairs or his/her designee, campus/site

personnel or if necessary, Human Resources' staff, will also communicate and carry out all additional, short term remedial actions for any involved party that is a student; Human Resources will also communicate and carry out all additional, short term remedial actions for any involved party that is an employee deemed necessary, prior to the continuation of the investigation.

- The investigator will continue the investigation and conduct a thorough, reliable, and impartial investigation by developing a strategic investigation plan, including as much as reasonably possible, giving each party an equal opportunity to present witnesses and other evidence, and be represented by an advisor of their choosing.
- The investigator will complete the investigation without unreasonable deviation from the intended timeline.
- Any requests for updates on the status of the investigation prior to its completion should be directed to the Title IX/SaVE Coordinator or Human Resources' staff.
- The investigator will make a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not).
- Upon completion of the investigation, the investigator will present all findings to the University Title IX/SaVE Coordinator and Director of Student Affairs.
- Once the investigation findings by the Office of Student Grievance Resolution are received and reviewed by the University Title IX/SaVE Coordinator, the Title IX/SaVE Coordinator will communicate the results to the Director of Student Affairs, or designee, or Student Affairs Specialist, and if necessary, Human Resources staff.
- At any time during this process, the victim maintains their right to file a criminal complaint with local law enforcement.

Investigation Findings: Communication

- The Director of Student Affairs or designee, or, if necessary, Human Resources staff, will simultaneously and in writing communicate the findings to the accused and the complainant.
- Where the preponderance of the evidence does not support a finding against the accused for the alleged violation(s), the investigation will be closed. The Director of Student Affairs, or designee, or, if necessary, Human Resources' staff, will simultaneously, and in writing, communicate the findings to the accused and the complainant.
- Additionally, where the accused is found not responsible for a violation, the Director of Student Affairs, or designee, or, if necessary, Human Resources staff, will consult with the Title IX/SaVE Coordinator and Human Resources staff (when necessary) to consider the reversal of any remedial actions taken.
- Where the accused is found responsible for a violation, the accused or the complainant may appeal the findings in part or in whole; the Director of Student Affairs, or designee, or campus personnel will advise the rejecting party of the criteria for appeal of the findings when communicating the findings.

Investigation Findings: Acceptance

- If the complainant and/or accused individual(s) accept the findings in whole, each shall notify the Title IX/SaVE

Coordinator within three (3) business days of communication of findings. If the complainant and/or accused individual do not indicate his/her acceptance or Appeal of the findings within three (3) business days of communication, non-communication will be considered acceptance and the University will proceed accordingly with the process four (4) days following communication of the investigation findings.

- The Student Community Standards Committee will review all case information and determine appropriate sanctions within eight (8) business days following notification of all findings to the complainant and accused individual, barring documented unforeseen circumstances. If the accused is an employee, Human Resources staff in coordination with the Title IX/SaVE Coordinator will determine appropriate sanctions.
- Once the sanction(s) is determined the Student Community Standards Committee will inform the Director of Student Affairs, Title IX/SaVE Coordinator, Office of Student Grievance Resolution and Human Resources staff (if necessary) of the sanction determination. The Title IX/SaVE Coordinator, or Human Resources staff (if necessary) shall, within two (2) business days of the notification of sanctions, barring documented unforeseen circumstances, simultaneously and in writing inform the complainant and the accused of the sanction decision.
- Sanctions against student(s) determined by this process are subject to the Sanction Appeal Process by either the accused or complainant.

Investigation Findings Appeal

- If the complainant and/or the accused individual (s) disagree with the findings, in part or in totality, either the complainant or the accused may appeal the finding in part or in totality on the following bases:
 - The accused and/or complainant wants consideration of new evidence, which was unavailable during the original investigation, that could be outcome determinative. A summary of this new evidence and its potential impact must be included;
 - The accused and/or complainant alleges that a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
 - The accused and/or complainant challenges the assertion that the evidence presented during the investigation process was sufficient to find them responsible by a preponderance of the evidence; or,
 - The accused and/or complainant alleges bias by the investigator, Title IX/SaVE Coordinator Director of Student Affairs or Student Affairs Specialist which deprived the process of impartiality in a way that was outcome determinative.
- The accused and/or complainant has five (5) business days, barring documented unforeseen circumstances from the date of communication of findings, to present the formal appeal, in writing, to the Title IX/SaVE Coordinator.

Contact the Title IX/SaVE Coordinator for University of the Rockies, Dr. Deborah Pardee, Core Faculty, School of Professional Psychology, at:

Phone: (866) 621-0124, ext. 2134;

Email: deborah.pardee@rockies.edu;

Mailing Address:

555 E. Pikes Peak Ave., Ste. 108

Colorado Springs, CO 80903

Investigation Finding: Appeal Process

- Upon receipt of either party's appeal of the findings, the Title IX/SaVE Coordinator will acknowledge receipt of the notice within three (3) business days.
- The written appeal must state the basis for appeal and provide sufficient information that supports the grounds for appeal. The appeal must be accompanied by any relevant new information or evidence that was not available during the investigation phase of the process.
- The Title IX/SaVE Coordinator and Director of Student Affairs will review all cases presented for appeal within five (5) business days of the Title IX/SaVE Coordinator's acknowledgment of the party's intent to appeal, barring documented unforeseen circumstances, to determine if the presented grounds for appeal and supporting information will be accepted or rejected.
- If the appeal does not meet the stated grounds for appeal, the appeal will be rejected. The Title IX/SaVE Coordinator will inform the Director of Student Affairs, the Office of Student Grievance Resolution and if necessary, Human Resources, of the decision.
- The Director of Student Affairs or Student Affairs Specialist, shall, within two (2) business days of the determination, barring documented unforeseen circumstances, simultaneously and in writing, inform the complainant and the accused the appeal decision.
- If the appeal is rejected, the Director of Student Affairs will then convene a Student Community Standards Formal Hearing to determine sanctions, within seven (7) business days following the communication of the rejection of the appeal, barring documented unforeseen circumstances.
- If the Title IX/SaVE Coordinator and Director of Student Affairs determine there is sufficient evidence to support an appeal, the Title IX/SaVE Coordinator and/or Director of Student Affairs will return the matter to the Office of Student Grievance Resolution for further investigation within three (3) business days of receipt of the appeal determination by the Title IX/SaVE Coordinator. If the appeal is based upon bias by the investigator, a new investigator will be assigned to the investigation resulting from the appeal.
- The appeal investigation will be completed within fourteen (14) calendar days of submission to the Office of Student Grievance Resolution, by the Title IX/SaVE Coordinator, barring documented unforeseen circumstances that may extend the investigation.
- Upon completion of the appeal review, the investigator will present all findings to the Title IX/SaVE Coordinator and Director of Student Affairs.
- Once the appeal review findings by the Office of Student Grievance Resolution are submitted to the Title IX/SaVE Coordinator, the Title IX/SaVE Coordinator will make

an appeal determination. The Title IX/SaVE Coordinator will report the outcome to the Director of Student Affairs or Student Affairs Specialist, or if necessary to Human Resources, who will in turn communicate the appeal findings simultaneously and in writing to the complainant and then the accused.

- Where the accused individual is found not responsible for the alleged violation(s) upon appeal, the investigation will be closed. The Director of Student Affairs or Student Affairs Specialist, or if necessary Human Resources, will communicate this information simultaneously and in writing to both the complainant and the accused.
- Additionally, the Director of Student Affairs will consult with the Title IX/SaVE Coordinator and Human Resources (when necessary) to consider the reversal of any remedial actions taken.
- Where the accused individual is found responsible for the alleged violation(s) upon appeal, the Director of Student Affairs or Student Affairs Specialist, or if necessary Human Resources, will communicate this information simultaneously and in writing to both the complainant and the accused.
- The Director of Student Affairs or Student Affairs Specialist will convene a Student Community Standards Committee Formal Hearing to determine Sanctions within seven (7) business days of the communications of findings of the appeal, barring documented unforeseen circumstances.

Additional Information for Sexual Misconduct Investigations

- **Amnesty Policy.** University of the Rockies encourages the reporting of crimes by victims and/or witnesses. Sometimes, victims and/or witnesses are hesitant to report to University officials because they fear that by reporting an incident he/she may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that as many victims and/or witnesses as possible choose to report to University officials. To encourage reporting, University of the Rockies pursues a policy of offering victims and/or witnesses of crimes immunity from policy violations related to the incident, as long as those policy violations are not directly related to the crime itself. For example, if a student reported a rape in which he or she was involved as a perpetrator, he or she would not be immune from policy violations.
- **Attempted Violations.** In most circumstances, University of the Rockies will treat attempts to commit any of the violations listed in the Student Community Standards as if those attempts had been completed.
- **False Reporting.** University of the Rockies will not tolerate intentional false reporting of incidents. It is a violation of the Student Community Standards to make an intentionally false report of any policy violation and may also violate state criminal statutes and civil defamation laws.
- **Group Actions.** When members of groups, individuals acting collusively, or members of an organization act in concert in violation of any policy, they may be held accountable as a group or individually, and a hearing may proceed against the group jointly accused students, or individually, at the discretion of the University.
- **List of Witnesses and Copies of Documentary Evidence.** The University encourages an exchange of information

between the parties in advance of the hearing, including an exchange of the complaint and answer, witness lists, and other written statements that may be available.

- **No-Contact Order.** Students are entitled to seek a no-contact order that imposes reasonable restrictions on student contact during and after ground conduct proceedings.
- **Notice of When Complaint Delivered to Accused Student.** Complainants are notified in advance regarding when notice of the complaint is delivered to the accused student, so as to protect complainants from potential retaliation.
- **Right to an Immediate Process.** University of the Rockies takes immediate and appropriate action to investigate sexual misconduct complaints.
- **Right to be Informed of Appeal Status.** The parties will be informed by the Director of Student Affairs or Student Affairs Specialist if any of the parties to the complaint requests an appeal.
- **Right to Know Outcome and Sanctions.** Simultaneously and in writing, the complainant and the accused have the right to know the outcome and sanctions.
- **Right to Present Own Complaint or Use Proxy.** The alleged victim has the right to present his or her own complaint if he or she wants to, or to ask the University to stand as complainant in his or her place.
- **Separate Testimony Options.** Any complainant can request to give his or her testimony via alternate means to being in the physical presence of the person he or she has accused. Telephony, screens, and closed-circuit broadcasts may be permitted, but not to the disadvantage of the accused student.
- **Sexual History.** Questioning or presenting of evidence about the complainant's prior sexual conduct with anyone other than the alleged perpetrator will be prohibited. Evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual misconduct.
- **Character.** All parties to a complaint have a right not to face questions or discussion of their character unless the hearing chair or administrative hearing officer determines that such information is highly relevant to determining whether the policy has been violated.
- **University as complainant.** As necessary, University of the Rockies reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim of misconduct.

Possible Sanctions and Protective Measures

Any student found responsible for violating the policy on Sexual Misconduct may receive a sanction ranging from a verbal warning, probation, and suspension to expulsion/termination, depending on the severity of the incident, and taking into account any previous documented conduct issues. If the accused individual is an employee, sanctions will be determined by Human Resources in consultation with the Title IX/SaVE Coordinator.

In order to protect the victim, at any time during the investigation, the University may recommend interim protections or remedies. These protections may include, but are not limited to, separating the parties, placing limitations on contact between

the parties, or making alternative working, academic or student housing arrangements. Efforts will be made to minimize the burden on the victim. Failure to comply with these interim protections may be considered a separate violation of this Policy.

Sanction Process: Student

Administrative Hearing (Student)

The Title IX/SaVE Coordinator and the Director of Student Affairs will review all case information and determine appropriate sanctions within five (5) business days of notification of acceptance of all findings to the Title IX/SaVE Coordinator, barring documented unforeseen circumstances.

Student Community Standards Committee Formal Hearing for Sanctioning (Student)

- The Director of Student Affairs or Student Affairs Specialist may delegate decision making authority to a committee consisting of representatives from the following: Full-time faculty, Financial Services, Student Services, the Registrar's Office, and senior academic administration.
- At the hearing, the findings of the investigation will be admitted and reviewed. The investigator(s) should be available to discuss the investigation and to provide clarification as needed to the hearing panel. The hearing will determine appropriate sanctions for the violation(s). The goal of the hearing is to provide an equitable resolution through an equitable process. Specific information regarding hearing procedures is detailed in the *Special Procedural Provisions for Sexual Misconduct Sanction Hearings* section of this *Catalog*.
- The Student Community Standards Committee will recommend an appropriate sanction for the violation(s) and present the recommendation to the Title IX/SaVE Coordinator.
- The Title IX/SaVE Coordinator has final decision making authority with respect to the sanctions to be applied.
- The Title IX/SaVE Coordinator will communicate the sanctions to the Director of Student Affairs or Student Affairs Specialist, who will communicate the sanctions simultaneously and in writing to the accused individual(s) and the complainant within seven (7) business days of the communication of the sanction determination, barring documented unforeseen circumstances.

Sanction Appeal Process: Students Only

- Where either party, the accused or the complainant, disagrees with the sanction(s), either has five (5) business days from the date sanctions are communicated, barring documented unforeseen circumstances to present an appeal of the sanctions, in writing, to the Title IX/SaVE Coordinator. The written request for appeal of the sanctions must state one or more of the five (5) basis for appeal (SEE BELOW), along with facts and information that support the grounds for appeal; and be accompanied by any relevant, new information or evidence that was not available during the investigation phase of the process. The Title IX/SaVE Coordinator will forward all case information to the Vice Provost or designee who will make a determination as to whether if there is sufficient evidence to support an appeal of sanctions on the basis of:

- The availability of new information, unavailable during the original investigation, that could be outcome determinative regarding sanctions;
- A potential material deviation from written procedures which impacted the fairness of the process in a way that was outcome determinative;
- The evidence presented during the investigation process may have been insufficient to find the individual responsible by a preponderance of the evidence; or,
- The potential of bias by a panel member(s) which may have deprived the process of impartiality in a way that was outcome determinative.
- A belief that a sanction(s) is substantially disproportionate to the severity of the offense.
- The sanction(s) appeal will be reviewed by the Vice Provost or designee within five (5) business days of the sanction appeal notice, barring documented unforeseen circumstances, to determine whether there are sufficient grounds for appeal.
- If the appeal of the sanctions does not state a ground for appeal or sufficiently meet the grounds for appeal, the appeal will be rejected by the Vice-Provost or designee and the decision to reject the appeal communicated to the Title IX/SaVE Coordinator. The Title IX/SaVE Coordinator will inform the Director of Student Affairs or designee, Office of Student Grievance Resolution, and if necessary, Human Resources, of the decision.
- The Director of Student Affairs or Student Affairs Specialist, will simultaneously and in writing inform the complainant and the accused of the rejection of the appeal within seven (7) business days of the determination, barring documented unforeseen circumstances.
- The Director of Student Affairs or Student Affairs Specialist will impose all sanctions on the accused student for the violation. Human Resources will impose all sanctions on the accused employee. Once the sanctions are carried out, the Director of Student Affairs or Student Affairs Specialist will inform the Title IX /SaVE Coordinator and Office of Student Grievance Resolution, thereby closing the case.
- If the sanctions appeal is granted, the Title IX/SaVE Coordinator and the Director of Student Affairs will review all information presented with the sanction appeal and make a final sanction determination.
- An appeal of a sanctioning decision made by Title IX Coordinator, and the Director of Student Affairs, will be reviewed by an impartial third party in the same manner as Student Community Standards Committee Appeal information.
- Sanction appeal decisions will be completed within fourteen (14) calendar days of acceptance of the appeal grounds, barring documented circumstances that may extend the determination.
- The Title IX/SaVE Coordinator will inform the Office of Student Grievance Resolution of the final sanction decision.
- The Director of Student Affairs or Student Affairs Specialist or if necessary, Human Resources will simultaneously and in writing inform the complainant and the accused of the appeal decision within seven (7) business days of the decision barring documented unforeseen circumstances.

- The Director of Student Affairs or Student Affairs Specialist will impose all sanctions for the violation. Once the sanctions are carried out, the Director of Student Affairs will inform the Title IX/SaVE Coordinator and Office of Student Grievance Resolution, thereby closing the case.

Special Procedural Provisions for Sexual Misconduct Sanction Hearings

- **Right to a Closed Hearing.** The sanction hearing will be closed to the public, and only those who have a legitimate reason to be present will be permitted to be present.
- **Advisor.** The accused and complainant to sexual misconduct complaints have the right to the same opportunities to have others present during the sanctioning hearing, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.
- **Right to be Present for Sanctioning Proceeding.** Each party has the right to be present during Student Community Standards Hearing.
- **Nondisclosure Agreements.** The University will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

Dispute Resolution Procedure for Student Complaints*

The University of the Rockies community benefits from informal processes and formal procedures that encourage prompt resolution of complaints and concerns that students may have about the implementation of policies and procedures that govern the institution.

Students pursuing grade appeals, transfer credit appeals, appeals of satisfactory academic progress dismissal, appeals of comprehensive exam dismissal, or appeals of Student Community Standards Committee findings, should follow the procedures for these appeals outlined elsewhere in this *Catalog*. For financial complaints, students should first contact their designated Student Advisor (or supervisor). Students may not use the grievance process to challenge course content, unless that challenge relates to a civil rights concern. For questions about course content, students should contact the Dean of the School in which they are enrolled.

Initiators are encouraged to begin the dispute resolution process within thirty (30) calendar days of the incident prompting the complaint or from the date of knowledge of the incident prompting the complaint.

Who May File A Complaint: The Student Dispute Resolution Center (Center) addresses complaints filed by an individual student, alumnus, former student, prospective applicant, or applicant. The terms “student” and “complainant” are used interchangeably.

Complaints initiated by attorneys on behalf of students will begin at Step III below.

No Reprisal: Students will not be subjected to reprisal or retaliation for using or participating in the Dispute Resolution Procedure.

Issues Eligible for Review: Issues eligible for review by the Center include, but are not limited to, implementation of policies and procedures that govern the institution, issues concerning transcripts, transfer credit, technology, financial aid,

online classroom issues, course scheduling, personal hardship matters, student accounts, military benefits matters, disability-related matters, and advising.

Issues Not Eligible for Review: Issues not eligible for review by the Center include grade appeal, challenge of course content, transfer credit appeal, appeal of satisfactory academic progress, appeal of dismissal, and appeal of Student Community Standards Committee findings.

The Dispute Resolution Procedure may only be used for these issues if the challenge relates to allegations of bias or discrimination. Otherwise, appeals of those matters should follow the procedures outlined elsewhere in this Catalog.

Allegations of sexual harassment, violence, or discrimination will be addressed according to the section entitled *Nondiscrimination or Sexual Misconduct Policy* in this *Catalog*.

Step I Departmental Dispute Resolution

Students should address the complaint or concern at the departmental level with the individual involved in the complaint (e.g., with the Advisor, Instructional Specialist, Instructor, Manager, etc.). If satisfactory resolution is not reached after discussion with the individual, or if it is impracticable to address the problem or complaint with the individual, the student should contact the individual’s direct supervisor to attempt to resolve the complaint. The University does not require a student to contact the person involved or that person’s supervisor if doing so is impracticable. If the student’s concerns remain unresolved the student should proceed to filing a complaint with the Center.

How to File a Complaint

An individual student, alumnus, former student, prospective applicant, or applicant (“student” or “complainant”) may file a complaint with the Center by completing the *Student Dispute Resolution Center Submission Form* found at www.rockies.edu or located in the Student Portal. Students are encouraged to begin the Dispute Resolution Process within thirty (30) calendar days of the incident prompting the complaint or from the date of knowledge of the incident prompting the complaint.

Upon receipt of the *Student Dispute Resolution Center Submission Form*, the Center will review the complaint to determine if it is eligible to be addressed through the *Dispute Resolution Procedure for Student Complaints* and to ensure the required information is included so the complaint can be appropriately assigned.

Step II Informal Dispute Resolution Process

There are two processes available for resolving the complaint at Step II: Informal Dispute Resolution Process.

Facilitation:

The Student Dispute Resolution Center offers students an opportunity to swiftly and fairly resolve concerns by facilitating a mutually agreeable resolution or understanding of the concerns. A case handler will work with the complainant and the appropriate University representative(s) to resolve the complaint.

The facilitation process will be completed within thirteen (13) business days.**

If facilitation does not resolve the complaint, the student and the facilitation case handler should discuss whether the complaint should proceed to mediation.

If the outcome of the facilitation process does not resolve the complaint and mediation is not appropriate, the complainant should advise the case handler that the complaint should proceed to Step III or immediately contact dispute.resolution@rockies.edu to advise the Center that the complaint should proceed to Step III.

Mediation:

Complainants also have the option to participate in confidential, interest-based facilitated negotiation to resolve the complaint. The Center offers students an opportunity to have their concerns mediated. A mediator will work with the complainant and the University Representative to mediate the complaint.

The mediation process will be completed within thirteen (13) business days.

If the complainant and the University have not resolved the complainant's concerns at the conclusion of the mediation process, the complainant should advise the case handler that the complaint should proceed to Step III or immediately contact dispute.resolution@rockies.edu to advise the Center that the complaint should proceed to Step III.

Step III Formal Grievance Resolution Process Investigation

During the investigation phase, the Student Grievance Resolution Administrator (Administrator) will contact the student and others with relevant information to discuss his or her concerns. The student's participation in the process is essential, and the Administrator may speak with the student several times during the investigation stage. Students should be prepared to speak with the Administrator and to provide any additional information the Administrator might request. Failure to provide necessary information may delay or preclude a thorough investigation.

Evaluation and Response

Formal grievances are evaluated through a collaborative process that may involve the following representatives or their designee: Provost, Director of Student Affairs, or Director of Student Services, who have decision making authority in regard to formal grievances. Student Grievance Resolution Administrators will impartially investigate the complaint and present a recommendation to those with decision-making authority.

The Provost, Director of Student Affairs, or Director of Student Services, or designee who have decision-making authority may delegate decision-making authority to a grievance committee consisting of representatives from the following Departments: Academics, Compliance, Registrar, Student Finance, Student Affairs, Student Services, Financial Student Services, the Deans, and/or Admissions. Those with decision-making authority will use the preponderance of the evidence (more likely than not) as the standard for reviewing, evaluating and deciding the outcome of the grievance.

The Step III process will be completed within thirty (30) business days** following receipt of the complaint. If additional time is needed for the investigation, evaluation, or response, the student will be notified.

The response will be issued to the student via U.S. Mail.

Per Step IV below, a student may appeal the University's response to the formal grievance. Unless a student articulates a permissible ground for appeal, the response to the formal grievance is final.

Step IV Presidential Appeal of Step III

Students may appeal the findings of the response at Step III only on the following grounds:

- To consider new evidence that was unavailable during the original investigation, that could be outcome determinative;
- To assess whether a material deviation from written procedures impacted the fairness of the process in a way that could be outcome determinative;
- To challenge if the findings of the investigation do not accord with the preponderance of the evidence; or
- To assess whether bias of the investigator deprived the process of impartiality in a way that could be outcome determinative.

How to File an Appeal

The student should set forth in writing at least one of the above grounds for appeal with the information that supports the ground(s) for appeal. The written appeal shall be sent to GrievanceAppeal@rockies.edu.

Note: Georgia students have the right to appeal the final institutional decision to:

*Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place Suite 220
Tucker, GA 30084-5305
770-414-3300
<http://www.gnpec.org/>*

Timeline for Filing an Appeal

The student should file the appeal within ten (10) business days** of the date of the University's response.

Appeal Process

Phase One: Review and Evaluation

Within three (3) business days of receipt of the appeal, the University will review the appeal form to ensure that:

- It states one or more of the four (4) grounds for appeal; and
- It is accompanied by any relevant newly available information or evidence that was not available during the investigation phase of the formal grievance process.

If the appeal does not state a ground for appeal and include new information or evidence to evaluate, the complainant will be notified via email that the appeal is ineligible for processing and that no action will be taken on the appeal. The complainant will be have three (3) business days** to amend and cure the appeal.

The amended appeal should be sent to GrievanceAppeal@rockies.edu.

If the amended appeal meets the threshold it will proceed to Phase Two.

Phase Two: Evaluation and Determination

The President, or designee, will render a written decision on the appeal within ten (10) business days** from the end of Phase One. The President, or designee, will (more likely than not) use the preponderance of the evidence standard of review to make a determination of an appeal of the formal grievance outcome. The President's determination shall be final.

Additional Resources

University of the Rockies values its students and has created multiple avenues for students to bring forth concerns. In addition to the previously described complaint procedures, at any time, an student may select to notify the University of a concern

using the confidential, third-party alert hotline at 855.274.5531 or www.rockiesstudentcomplaints.alertline.com.

*The terms “student” and “complainant” are used interchangeably and refer to an individual prospective applicant, applicant, student, former student, or alumnus.

**Business day is defined to mean normal operating hours, Monday through Friday, excluding recognized national holidays. In cases where additional time is needed in the investigation of a complaint, students will be notified accordingly.

Complaints to Accrediting Bodies:

Students may file a complaint with the University’s institutional accrediting body by contacting The Higher Learning Commission, North Central Association, www.ncahle.org.

Note: Please refer to

www.rockies.edu/accreditation.htm#accreditor for state-specific grievance information.

Student Body Diversity

University of the Rockies provides the following information regarding its student body. The information is based on data reporting in the 2013-2014 IPEDS Fall Enrollment Survey.*

Gender:

Male	26%
Female	74%

Race/Ethnicity:

Black or African American	30%
American Indian or Alaska Native	2%
Asian	2%
Native Hawaiian or Other Pacific Islander	0%
Hispanic/Latino	8%
White	51%
Two or more races	2%
Nonresident alien	0%
Race/ethnicity unknown	5%

Source: Institutional Research, 2014.

*Pell Grant percentage is not included since graduate students are not eligible.

Alumni Employment Information

Please refer to the University of the Rockies website for information regarding University of the Rockies Alumni employment statistics at www.rockies.edu/alumni_statistics. Alumni Statistics include types of employment obtained by University of the Rockies graduates and employment rates.

Section Three



Student Support, Health, and Safety

One of the Core Values of University of the Rockies is Service. This value means that the University provides high quality services which support the University mission and academic programs. Our faculty and staff are committed to the institution's educational programs, personalized services, and reliable levels of support to meet the needs of our students in an exceptional manner. In this section, you will find information about many of the resources, tools, and supports in place to demonstrate our commitment to student success. Information on relevant health, wellness, and safety issues is also included in this section.

Student Support

Accessibility for Students with Disabilities

Use of Mobility Devices

University of the Rockies will maintain facilities accessible to persons with disabilities in compliance with the Americans with Disabilities Act, as amended. Individuals with disabilities who utilize power driven mobility devices, (e.g., any mobility device powered by batteries, fuel, or other engines—whether or not designed primarily for use by individuals with mobility disabilities—that is used by individuals with mobility disabilities for the purpose of locomotion, including golf cars, electronic personal assistance mobility devices (EPAMDs), such as the Segway® PT) may do so within University facilities only when operation of such mobility devices does not pose a substantial risk of harm to students, faculty, staff, or visitors to the campus. Use of power driven mobility devices for the purpose of ambulation between University facilities is permitted. Storage of power driven mobility devices within University facilities should not impede path of travel for pedestrian traffic areas. Responsibility for the securing of power driven mobility devices resides with the user. The University does not accept responsibility for damage, loss, or theft of property stored on its premises.

Use of Service Animals

Service animals, performing a specific task for an individual with a documented disability, are welcome in all University facilities and in all activities of the University. If it is not readily apparent that an animal is a service animal, or the service animal does not have visually identifiable apparel, apparatus, or other evidence that the animal is a service animal, faculty and staff may ask to confirm that the animal is a service animal.

A service animal, as defined by the Americans with Disabilities Act (ADA), is a guide dog, signal dog, or other animal (generally a dog) individually trained to do work or perform tasks in support of a person with a disability. An animal whose sole function is emotional support does not qualify under this definition.

Students and visitors to the University are responsible for the care and supervision of the service animal while on University premises or while engaged in University activities. Care includes, but is not limited to, feeding, toileting and hygiene.

Advising and Mentoring

Course planning is ultimately the student's responsibility; however, students are encouraged to contact their Student Advisor (online) or Registrar Advising Specialist (Colorado Springs campus or Denver Instructional Site) should they have questions concerning program requirements, attendance, progress toward or eligibility for graduation, or access to support services. In addition, each Colorado Springs and Denver student is assigned a Core Faculty member as a mentor, who assists by helping the student with professional issues and support. Students seeking advice on academic issues should contact their instructor or designee (Colorado Springs campus or Denver Instructional Site) or Student Advisor (online).

Registrar's Office

The Registrar's Office is responsible for a range of services available to University of the Rockies students. These services include providing guidance in the admissions, enrollment, and registration processes, maintaining student records, and providing transcripts. The Registrar's Office, in conjunction with the School Deans, assures that the academic program requirements and the needs of students are met and that students can access all support services.

The Registrar's Office works closely with members of the admissions, academic, and student services departments to facilitate inclusive student recruitment and retention efforts in compliance with regulatory requirements. This office collects, records, maintains and reports all student records within FERPA guidelines (e.g., grades, registration information, transcripts, and student academic progress). The Registrar's Office determines student admissibility by requesting and evaluating all student transcripts to determine applicability to programs. Program change requests, name changes, official transcript requests, and graduation functions are all handled by the Registrar's Office. Students in need of these services should contact the Registrar's Office for more information.

Students who attempt coursework on campus in Colorado Springs will have access to their grades via their Student Portal following the conclusion of each term. Students who attempt coursework in the online delivery format or at the Denver Instructional Site will receive notice following the conclusion of every course to their email address of record that their grade has been posted and can be accessed via their Student Portal.

Additional support is available to students through the Student Affairs department.

Resources and Services

University of the Rockies has a commitment to the educational goals of its diverse student population and thus provides a wide range of student-centered resources and services. Some of the following services may be limited to University of the Rockies students who are attending the Colorado Springs campus or Denver Instructional Site. For additional support or for more information on the resources and services available to University of the Rockies students, check out the University website, www.rockies.edu, or contact your Student Advisor (online) or Registrar Advising Specialist (Colorado Springs campus or Denver Instructional Site).

Online Academic Catalog

University of the Rockies provides an online version of this printed *Academic Catalog*. The *Online Academic Catalog* is an up-to-date, live version of this printed *Academic Catalog*, and includes all published Catalog Supplement updates. The *Academic Catalog* and *Catalog Supplement* are provided as PDF (Adobe® portable document format) files at www.rockies.edu/catalog-download and include effective publication dates and dates for policy and program changes. Due to expected, periodic updates to this printed *Academic Catalog*, please use the *Online Academic Catalog* at www.rockies.edu/catalog to access the most current policies, procedures, programs, and course information.

Website

University of the Rockies' website, www.rockies.edu, provides students with up-to-date information about academic offerings and student events.

Online Bookstore

All students can obtain the required book list for their classes through University of the Rockies' online bookstore. In addition, the online bookstore provides a convenient place to purchase textbooks. Students utilizing the online bookstore have the option to rent or purchase new or used books online and have the books delivered in a timely fashion. To access the online bookstore, visit the University of the Rockies website, www.rockies.edu. Students may purchase books through other vendors, but are responsible for ensuring that they get the correct version as outlined in the required book list.

Course Digital Materials System (Constellation™)

The Course Digital Materials System, which is known as Constellation™, is designed to help students master the instructional goals of University of the Rockies degree programs. These custom course digital materials (CDM) are created specifically to support University of the Rockies' curriculum. Course materials include essential readings, audio and video assets, interactive exercises, and other digital supplements. These materials may be displayed on a browser-based Constellation™ Reader or on a number of devices, such as the iPhone, Kindle, and Blackberry.

Students may read their materials online or download and save them to their hard drive. However, students may also want to download their materials to other devices, such as the iPhone or Kindle. Still others will want to save their materials on a thumb drive or print the materials. Constellation™ does not include restrictions on file storage or print functions. Full functionality of Constellation™ is best experienced with the included reader. The Constellation™ Reader will allow students to highlight material in a variety of colors, create notes, and make bookmarks. While the reader offers robust functionality, students will be able to access, download, and print their learning materials in accordance with their preferences. Students will lose access to any course digital materials approximately 60 days after the end of their course or their withdrawal date, unless they have downloaded the material to an external device or hard drive.

New Student Orientation

Prior to each term, new ground students attend an orientation designed to assist them in achieving success at University of the Rockies. The orientation is an exciting experience that allows students to begin new friendships and includes a dinner, a tour of the facilities, and information sessions with GSA officers, Deans, faculty, and administrative staff. New Student Orientation covers University policies and procedures along with helpful information to assist new students in successfully navigating their degree program and preparing for in-class and out-of-classroom experiences.

Library

Library Resources

The University of the Rockies Library offers students and faculty:

- a selection of psychological, organizational leadership, counseling and specialty journals;
- access to a growing e-book collection supporting the subject areas of each course taught at the University;
- classics in the field of psychology;
- multiple bibliographic and full-text databases including ProQuest Central, ProQuest Dissertations and Theses, SAGE Research Methods; Journal of Marital and Family Therapy; DSMV; Business Source Complete (EBSCO); PsycBOOKS/PsycCRITIQUES/PsycINFO/PsycARTICLES (EBSCO); and SAGE backfiles; and
- interlibrary loan for articles that are not part of the library's collection.

Appropriate Use of Database Content

Researchers are permitted to access the databases only for the purposes of providing or pursuing an education through University of the Rockies. They may not use the materials for any other purpose. Neither database access nor materials retrieved from the databases may be shared inside or outside the University.

Violations may result in disciplinary action and/or legal liability to the database providers. University of the Rockies requires its students, faculty and staff to respect intellectual property rights, and will take action against anyone who abuses access to the database content made available by the library.

Please refer to the *Student Rights and Responsibilities* section in this *Catalog* for information on *Violation of Federal Copyright Laws*.

Library Services (Colorado Springs Campus and Denver Instructional Site)

The circulating collection includes books and serials that support the curricula of all Schools within the University: the School of Organizational Leadership, the School of Professional Psychology, and the School of Social, Human, and Educational Development.

The non-circulating research collection includes dissertations, dictionaries, encyclopedias, and other reference works integral to our programs.

The desk reference collection includes copies of the required reading textbooks that support the classes taught at the University. Faculty may check these out, however students are required to use them in the library. Faculty may place additional reference materials in the library for supplemental class use.

The library has computers for student use that include Internet access, MS Office, and access to specialized software programs provided by the University. It also provides students with a place to study, read, write, and research seven days a week.

The Colorado Springs campus and Denver Instructional Site libraries are staffed to provide bibliographic instruction and research assistance.

Pikes Peak Library District, Colorado Springs

The University also has a Letter of Agreement with the Pikes Peak Library District (PPLD). This library offers University of

the Rockies students and faculty a resident's card and access to their full range of services, including interlibrary loan.

Overdue and Unreturned Library Material

It is the responsibility of the patron who checks materials out of the library to return or renew them by the specified due date and to ensure that they are returned in good condition.

Students are required to return borrowed material on time. Fines for overdue material accrue at a rate of \$1.00 per day, per item. The maximum fine for each item is equal to the cost of replacement. Library privileges are placed on hold as soon as fines begin to accrue. Students with a balance due will not have access to their official transcripts. Students with fines of over \$30.00 will not be allowed to continue into the next term/class until the balance is resolved.

SMARTLab: A Statistics Primer

University of the Rockies maintains SMARTLab, an online statistics primer, designed to help prepare students for success in research courses. This resource does not cover all concepts or skills needed for these courses, and is not intended to substitute for a full introductory statistics course. SMARTLab is a compilation of interactive web-based course materials and activities focused on basic statistics. SMARTLab was specifically designed for students who have never taken a statistics course, or who need a refresher before embarking on their graduate studies. It is also useful as a reference for students while they are conducting background research, designing research studies, and/or writing dissertations.

Writing Center

University of the Rockies Writing Center (RWC) is an online Writing Center housed within a familiar online classroom format. On-ground and online students are enrolled in the RWC automatically and perpetually, and the RWC will appear as a course in the student's learning platform home page. The RWC provides several resources for improving academic writing skills. There is an automated tool that teaches students how to develop well-crafted thesis statements, paragraphs, and outlines for essays. The Center also contains a section on APA formatting requirements, sample papers, grammar guides, and punctuation rule handouts for printing and quick reference.

In addition, the Rockies Writing Center is staffed by professional Writing Coaches who facilitate discussions in the Discussion Board, respond to emails from students under the "Ask A Coach" tab, and comment on up to three Writing Samples and return them to students within five to seven days. Students are encouraged to enter the RWC classroom often to take advantage of its resources and support.

Bulletin Boards

Graduate Student Association (GSA) bulletin boards are located in the Colorado Springs campus library and outside the GSA Lounge. In addition, located inside the GSA Lounge there is a bulletin board for students who wish to post a notice to trade, sell, or purchase used textbooks.

All student materials to be posted or displayed on any other bulletin boards within the Colorado Springs campus or Denver Instructional Site must be first approved by the Director of Student Affairs (studentaffairs@rockies.edu) or a designee from the Students Affairs department. The displayed post must

include a date stamp showing when approval was granted by the Director of Student Affairs or Student Affairs designee.

No more than one copy of an item may be posted on any one bulletin board, and no student posters may be placed on the official University bulletin board. Faculty may not post academic information without approval from the appropriate School Dean.

Posting advertising events occurring in the University facilities may not be approved unless the event has been previously scheduled and confirmed. Advertising for an event may not include information or pictures indicating that alcohol will be served.

Posted materials should be professional in appearance. Posters and flyers must include the following information:

1. Student organization, department, or faculty member sponsoring event;
2. Event name, date, time, and location; and
3. Sponsor contact information.

Student postings written in a foreign language must have a translation on file with the Students Affairs department. The displayed foreign language posting must include a date stamp showing when approval was granted by either the Director of Student Affairs or Student Affairs designee.

Posters and flyers should not be larger than 8 ½" x 11" because of the limited amount of posting space available. Posters and flyers may be placed only on available bulletin boards.

The following are strictly prohibited under the posting policy:

- materials which are profane, derogatory, sexist, or racist;
- materials displaying, promoting, or implying drug or alcohol consumption;
- postings for political candidates or issues external to University of the Rockies; and
- postings or handbills advertising unofficial off-campus parties (such parties are prohibited unless special permission has been granted).

The Director of Student Affairs or Student Affairs designee reserves the right to refuse posting permission for any materials that do not meet the previously listed requirements and are not deemed appropriate. Beyond the aforementioned restrictions, freedom of speech and expression are encouraged and respected.

Distribution of Printed Materials

Distribution of printed materials and publications at University of the Rockies is normally limited to University materials and publications. Placing materials and information on vehicle windshields is not allowed. If a student wishes to publicize a service, event, or activity, he or she should refer to the bulletin board policy previously mentioned. Students may contact the Office of Student Affairs with any further questions regarding the distribution of printed materials.

Copy Machines

Copy machines at the Colorado Springs campus are located in the Library, the Rockies Counseling Center, and the administrative suite. Copy machines at the Denver Instructional Site are located near the study rooms. Students, faculty, and staff are advised to contact IT Support in order to be issued an access

code to these machines. A copy fee may be assessed. Users are responsible for ensuring that any copies made fall within the guidelines of the Fair Use Doctrine of U.S. Copyright Law.

Please refer to the *Student Rights and Responsibilities* section in this *Catalog* for information on *Violation of Federal Copyright Laws*.

Student Mailboxes

Student mailboxes are available for Colorado Springs campus students only. Students should frequently check their mailbox slots located near the GSA Lounge for regular distribution of University of the Rockies information. Students may not receive U.S. mail at the University and may not use the University's address for their personal or professional mailing address. Information or material placed in a student's mailbox is considered confidential.

Lost and Found

Lost and Found items are maintained in the Library. Items will be disposed of if they are not claimed within 60 days.

Facility Use

Any requests for scheduling the use of classrooms or other facilities at University of the Rockies must be submitted on a *Facilities Use* form available in the administrative offices. Use of facilities by non-University organizations requires approval of the Vice President, Institutional Planning & Effectiveness.

Parking

Colorado Springs Campus

University of the Rockies Colorado Springs campus students must park in the "Employee & Visitor" area located southeast of the University and marked with yellow lines. This large, well-lit area is the closest parking area to the library. Students are required to have their University parking permit visible in their vehicle while parked on the campus.

Overnight parking on the university campus is prohibited. In addition, University of the Rockies students should not park in any reserved space, nor should they park in the white spaces controlled by VIA Health Organization. Students who do so may have their vehicles towed by the organizations that control those spaces as a part of their lease.

Denver Instructional Site

Conveniently located in downtown Denver on the 16th Street Mall, University of the Rockies Denver Instructional Site is easily accessible to students through public transportation. Students are encouraged to use RTD light rail and bus transportation options. In addition, several parking lots are located within walking distance of the University.

Graduate Student Association (GSA)

Students enrolled in Colorado Springs campus degree programs may participate in the life and direction of University of the Rockies through membership in the Graduate Student Association. The Director of Student Affairs and the Student Affairs Specialist are liaisons to the GSA. The Graduate Student Association develops its own bylaws and establishes its fee schedule. Participation in GSA activities and planning meetings is encouraged.

Honor Societies

Top performing students are recognized for their academic achievement through invitation and participation in Golden Key and SALUTE honor societies.

The Golden Key International Honour Society was founded on November 29, 1977 to recognize academic excellence and encourage scholastic achievement among college students across all academic disciplines. Golden Key is the world's premier collegiate honor society connecting members locally, regionally, and globally with lifetime opportunity, reward, and success. Golden Key keeps active membership in many National Organizations including Student Affairs Administrators in Higher Education (NASPA), ACHS Association of College Honor Societies (ACHS), National Scholarship Providers Association (NSPA), American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Association of Graduate Admissions Professionals (NAGAP), Direct Marketing Association (DMA), and National Collegiate Honors Council (NCHC).

SALUTE stands for Service, Academics, Leadership, Unity, Tribute, and Excellence. In 2009, Colorado State University was awarded the ACE/WalMart Foundation Success for Veterans Grant, and from that SALUTE Veterans National Honor Society was created. SALUTE is the first honor society created for student veterans and military service members attending institutions of higher education nationwide. SALUTE was chartered at University of the Rockies in August 2011.

Honor society members have access to resources and opportunities such as networking, professional development, and scholarship programs. Students should contact the Office of Student Affairs at studentaffairs@rockies.edu for further information about honor societies.

Alumni Services

As a University of Rockies graduate, you have the opportunity to continue your involvement with the University community, stay connected with other alumni, students, faculty, and staff, and keep up with exciting changes at University of the Rockies. Alumni Services strives to foster these relationships throughout the University of the Rockies family. Graduates of University of the Rockies receive automatic membership into the University Alumni Association. Alumni event schedules and updates will be communicated to alumni. For more information, please contact Alumni Services at alumni@rockies.edu.

Career Services

Career Services provides resources related to career exploration, employment, job-seeking techniques, sample resumes, and cover letter critiquing.

Career Services also offers individualized career planning assistance to all students and alumni. Students' seeking assistance may visit the career services webpage at www.rockies.edu/resources/career_services.

Students and alumni needing additional assistance may email a rough draft of their résumé, a summary of their work and educational background, and a brief note explaining how Career Services can be helpful to them as they develop a career plan to careerservices@rockies.edu.

Limitations Regarding Career Services

Certain positions presented on the career services webpage of University of the Rockies may include licensure or certification

as a prerequisite to employment. Licensure requirements vary by state and in some cases may not be met by completion of a degree program at University of the Rockies, and may require separate application or testing. It is the sole responsibility of the student or alumnus to perform his or her own careful background research when seeking licensure or certification in any state.

University of the Rockies does not guarantee employment to any applicant as a result of his or her application, acceptance, attendance, or graduation in any program. University of the Rockies does not verify the content of job postings that are presented on the University website, and therefore makes no representations or guarantees about the accuracy of positions or contact information listed. University of the Rockies is not responsible for consequences that may follow from application to jobs listed on the University website. The inclusion of an employer's job posting on this site shall not be construed as an endorsement of the employer (or of any religious or political point of view promoted by the employer) by University of the Rockies or any of its affiliates, and does not constitute a guarantee that a job is available with a given employer.

It is the responsibility of the student or alumnus to perform his or her own careful background research when selecting a position, evaluating an employer, interviewing for, or accepting any position. It is the sole responsibility of the student or alumnus to obtain or confirm any necessary information concerning an employer. University of the Rockies is in no way responsible for the safety, wages, working conditions, or other aspects of employment.

University of the Rockies' website also contains links to other websites as a convenience for its users and is not responsible for the contents of any linked site. Anyone who discovers misuse or abuse of this website is encouraged to report the matter to Career Services, either in person or via careerservices@rockies.edu.

Career Services abides by the principles of professional conduct set forth by the National Association of Colleges and Employers (NACE).

The University's programs and services are designed to prepare students and graduates to pursue employment in their field of study or related field; however, the University does not guarantee that students or graduates will be placed in any particular position or employment. Any statistics referenced on the University website and attributed to a source other than University of the Rockies have not been independently verified by University of the Rockies.

Employment Services

University of the Rockies does not guarantee employment to any applicant as a condition of his or her application, acceptance, or attendance in any program. University of the Rockies does not promote employment services or make student referrals to prospective employers based on direct contact with the employer regarding current job openings to any student attending University of the Rockies online or ground programs.

Health Information

Drug Free Schools and Communities Act Program

Students may obtain information on the unlawful possession, use, or distribution of alcohol and illicit drugs, as well as the University's standards of conduct, health risks associated with the use of illicit drugs and alcohol abuse, resources for obtaining assistance with drug and alcohol abuse (including counseling, treatment, and rehabilitation programs), University disciplinary actions, and legal sanctions for violations under federal, state, and local law by viewing the current Drug Free Schools and Communities Act Program Report, located on the University of the Rockies website at www.rockies.edu/DFSCA.

Health and Wellness Requirements

The University does not require any proof of vaccination as a condition of enrollment. Students are encouraged to speak to a physician for information on recommended immunizations.

Smoking/Use of Tobacco Products

The facilities of University of the Rockies are smoke and tobacco free. No smoking, chewing, or dipping is allowed inside any University facility. University of the Rockies policy applies to all forms of tobacco, including but not limited to cigarettes, cigars, shisha, pipes, water pipes (hookah), electronic cigarettes, and all forms of smokeless tobacco including, but not limited to chew, snus, snuff, sticks, strips, and orbs.

Alcohol and Drug Prevention Programs

The University provides services related to drug and alcohol use and abuse including the dissemination of informational materials, education programs, referrals, and disciplinary actions. The Director of Student Affairs provides an overall coordination of the Drug Free Schools and Communities Act Program; however some services are the responsibility of other areas of the University.

These include:

Alcohol and Drug Education: Student Affairs, Employee Assistance Program

Counseling Referrals: University of the Rockies Counseling Center staff, Office of Student Access and Wellness, Employee Assistance Program

University Disciplinary Actions: Director of Student Affairs, Human Resources

Counseling, Treatment, and Rehabilitation Programs

The following national toll-free telephone numbers are provided to assist any member of the University who may require assistance in dealing with a drug or alcohol problems, crisis situations, domestic violence, or other issues.

24 Hour National Suicide Prevention/Mental Health Crisis Lifeline
1-800-273-TALK (8255)
<http://www.mentalhealthamerica.net/index.cfm>

24 Hour National Domestic Violence Hotline
1-800 799-SAFE (7233)

TDD Line: 1-800-787-3224

<http://www.ndvh.org/>

National Sexually Transmitted Disease Hotline
1-800-227-8922

<http://www.ashsexualhealth.org/>

CDC National AIDS Hotline
1-800-CDC-INFO (232-4636)

<http://www.cdc.gov/hiv/>

National AIDS Hotline for the Hearing Impaired
TDD Line: 1-888-232-6348

24 Hour National Alcohol and Substance Abuse Information Center
1-800-784-6776

Gay and Lesbian National Hotline
1-888-THE-GLNH (843-4564)
4PM-12AM M-F, SAT 12PM-5PM EST
<http://www.glnh.org/>

Poison Control Center
1-800-222-1222

National Child Abuse Hotline
1-800-4-A-CHILD (422-4453)

For students in Colorado, the following counseling services have been identified.

Domestic Violence & Sexual Assault:

Colorado Springs

TESSA: Crisis Line: 719-633-3819
General Information: 719-633-1462

Denver

Colorado Sexual Assault & Domestic Violence Center:
2231 Federal Blvd., Denver, CO 80211
Crisis Line: 303-975-6144
General Information: 303-974-5140
CSADVC-INFO@csadvcdenver.org

Rape Assistance and Awareness Program:
303-322-7273
<http://www.raap.org/>

Denver Health Medical Center
777 Bannock St.
Denver, CO 80204
303-436-6000

Denver Safe House
1649 Downing St.
Denver, CO 80218
303-318-9989

Noeticus Counseling Center
190 East 9th Ave.
Denver, CO. 80203
303-399-9988

Suicide:

Colorado Springs

Suicide & Crisis Hotline
Paging Service: 800-784-2433

Suicide Prevention Partnership
Hotline: 719-596-5433

Survivors after Suicide
Heartbeat: 719-596-2575

Denver

Denver Family Crisis Center
303-436-6000
Metro Crisis Center
303-928-7100 and 888-885-1222

Mental Health Services:

Colorado Springs

Cedar Springs Behavioral Health
2135 Southgate Rd.
Colorado Springs, CO 80906
Main: 719-633-4114

**Mental Health & Substance Abuse
Treatment Referral Services:**

Mental Health America: 719-633-4604
<http://www.mentalhealthanswers.org>

Denver

The Colorado Center
303-547-3700
<http://www.thecoloradocenter.com>

Catholic Charities
303-742-0828
www.catholiccharitiesdenver.org/

Centus Counseling Services
303-830-2130
www.charg.org

Drug Abuse Information & Treatment:

Colorado Springs

Riegel Center – St. Francis Health Center
961 E Colorado Ave.
Colorado Springs, CO 80903
Appointments: 719-634-1825

Colorado Treatment Services
2010 E Bijou St.
Colorado Springs, CO 80909
719-465-1270

Aspen Pointe
875 West Moreno Ave.
Colorado Springs, CO 80905
Crisis: 719-635-7000
Call Center: 719-572-6100

About An Alternative
3100 N Academy Blvd.
Colorado Springs, CO 80917
719-572-1844

Denver

Broader Horizons Counseling Services
5524 E Colfax Ave.
Denver, CO
303-975-6696

Community Alcohol/Drug Rehab
3315 Gilpin St.
Denver, CO
303-295-2521

Sobriety House
121 Acoma St.
Denver, CO 80223
303-722-5746

Community Alcohol/Drug Rehab
3315 Gilpin St.
Denver, CO 80205
303-295-2521

Behavior Services Institute
1600 Downing St.
Denver, CO 80218
303-831-4500

Veterans Affairs Medical Center
Substance Abuse Treatment
(303) 393-2882

Safety Information

Ground Operations Closure Due to Inclement Weather Policy

Under extreme weather conditions, the University may alter the operating hours for the Colorado Springs campus and/or the Denver Instructional Site. It is the intent of the University to maintain operations. Unless travel conditions are deemed excessively unsafe, we will strive to remain open and operational during posted hours of operation.

The safety and well being of faculty, students, and staff is the top priority of the institution. In accordance with institutional policies and guidelines, only select members of University senior leadership are authorized to make and announce decisions regarding weather related closure or delays, and only those communication channels detailed below should be considered official sources for such announcements. Faculty, administrative staff, or students are not authorized to make, or otherwise announce such decisions.

Given travel locations and related conditions will be different among students, students may reserve the right to judge the conditions surrounding their own travel during inclement weather. Should a student consider conditions unsafe and not attend as a result, they are obligated to follow established institutional guidelines and policies, or be accountable to potential penalties and restrictions for any absence in order to assure adherence to appropriate standards for compliance, accreditation, and/or applicable regulatory guidelines.

The determination is made after consideration of all available information, including:

- Weather reports, forecasts, and warnings from the National Weather Service;
- Road conditions in and around Colorado Springs, the Denver Instructional Site; and
- Delays, closures, or non-closures of other schools and military bases in the vicinity of ground operations for the University.

Notice of an interruption in University operations will be distributed promptly to area radio and television stations in Colorado Springs. Denver students are encouraged to check the Channel9 News website (9News.com) on a regular basis for school closure information. Also, the SendWordNow alert will be used to send messages, including updates, directly to those actively enrolled students registered as users of this system.

Notice of a delayed opening or closure will normally occur before 6:00 am. Notice of an early closing will normally occur between 3:00 to 4:00 pm.

In the event of a closure, class session(s) will be made up within one week. The instructor will work with students and will notify the Registrar's Office of the date and time of the rescheduled class session.

In-Residence Classes

In the event that extreme weather conditions require the Denver Instructional Site to close on a Fridays during which In-Residence classes are scheduled, the University will notify Channel9 News. In addition, the Student Services Support Specialist (acting upon, and communicating the decision of the University) will notify the faculty and students affected that classes have been cancelled and will be rescheduled at a later date.

Campus Security and Safety

The University of the Rockies Annual Campus Security and Safety Reports are available for your review. These reports are required by federal law and contains policy statements and crime statistics compiled by the University. The policy statements address the University's policies, procedures, and programs concerning safety and security, such as contact information for emergencies or reporting crimes, tips to reduce the risk of sexual assault and misconduct, policies for responding to emergency situations, etc.

Statistics for the previous three years (on the Colorado Springs campus) and for 2012 (since the opening of the Denver Instructional Site) are included for certain types of crimes that were reported to have occurred:

- on the campus or site location; or
- on public property within or immediately adjacent to and accessible from the campus or site location.

To request a paper copy of the reports, please contact studentaffairs@rockies.edu and a copy will be mailed to you. Or you may access them online at <http://www.rockies.edu/campus-safety.htm>.

Student ID or Access Card

For security purposes, access to the various building locations and activities of University of the Rockies is by Student ID or access card. Each student, faculty member, and staff person will be issued a Student ID or access card by the Registrar's Office (Colorado Springs campus) or Security (Denver Instructional Site). University issued Student ID cards must be available while students are on University premises. Students may be asked to show their ID by faculty or staff and/or security personnel for the purposes of identification. If a Student ID or access card is lost or stolen, it must be reported immediately and no later than 24 hours after loss.

Section Four



Tuition, Fees, and Financial Aid

Contact Information for Financial Services
University of the Rockies is committed to helping students understand and manage the financial aspects of obtaining their education.

Colorado Springs Campus

For questions regarding tuition, fees, and payment options for programs delivered on campus in Colorado Springs, students should contact the Colorado Springs campus Financial Aid Office. Financial Aid Office, 555 E. Pikes Peak Ave, Suite 108, Colorado Springs, CO 80903; (719) 442-0505 ext. 1643; Nicole.perez@rockies.edu.

Denver Instructional Site

For questions regarding tuition, fees, and payment options for programs delivered at the Denver Instructional Site, students should contact the Denver Instructional Site Financial Aid Office. Financial Aid Office, 1201 16th Street, Suite 200, Denver, CO 80202; (303) 446-5867 ext. 8631; dis.financialaid@rockies.edu.

For cost of attendance information for Non-Standard Term Delivery Format and Non-Term Delivery Format (Denver Instructional Site) programs, please visit www.rockies.edu/admissions/dis_cost.

Online

For questions regarding tuition, fees, and payment options for programs delivered online, students should contact their assigned Student Advisor. Financial Services Office, 1201 16th Street, Suite 350, Denver, CO 80202; (866) 621-0124 ext. 1024; FinServices@rockies.edu.

For cost of attendance information for Non-Term Delivery Format (Online) programs, please visit www.rockies.edu/admissions/online_cost.

Tuition and Fees

Tuition and fees are due in full for all students on or before the first week of each course. An exception may be made for students who have completed all required federal financial aid paperwork prior to the start of the term and whose federal financial aid is significant enough to cover all current term charges. There will also be a limited exception for those students using specific payment methods. For additional information, please see *Payment Options* in this section of the *Catalog*. The student is responsible for any amount that their financial aid or third party payments do not cover and it must be paid in full on or before the first week of each course.

Acceptable forms of payment are cash, personal check, money order, or credit card (Visa, MasterCard, Discover, or American Express). University of the Rockies will withhold transcripts, degree verifications, and diplomas until accounts are paid in full.

Terms of Billing and Payment

Tuition and fees are billed on a federal financial aid payment period basis, regardless of payment option. Online and many Denver Instructional Site programs operate in a “non-term” format. In the non-term format, students typically take one class at a time. Classes are 6 weeks or 9 weeks in length. In the non-term format, a payment period is generally defined by the University as a minimum of 18 weeks of instructional time and 9 earned credits (typically 3 courses at a time) or 2 credits of dissertation courses or 3 credits of practicum. The Master of Arts in Counseling program, the Doctor of Psychology, Clinical Specialization program and all programs offered in Colorado Springs operate in a “non-standard term” format. In the non-standard term format, students typically take 2 classes at a time. Each term is nine weeks in length. Payment periods align with enrollment terms.

Tuition is due according to the terms and conditions of a student’s selected Payment Option. See the section on *Payment Options* for more information. Charges are estimated for each payment period and may change up to the course start date.

Non-Standard Term Delivery Format

The following is a list of tuition and fees applicable to programs and/or courses offered in a non-standard term delivery format. Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the students were in the process of completing. Indirect costs which are not billed directly by the University may be found at: www.rockies.edu/admissions/dis_cost.

Tuition:

Master’s Level (5000-6000) Tuition (per credit)	\$672.00
Doctorate Level (7000-8000) Tuition (per credit)	\$882.00

Fees:

Course Materials+ (average per course)	\$200.00
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Technology Fee* (per term)	
Master’s	\$100.00
Doctorate	\$100.00

TUITION, FEES, AND FINANCIAL AID

Graduate Student Association Fee (per term) ⁺⁺	\$11.00
Assessment/Materials Fee	
Assessment (Intelligence)	\$100.00
Assessment (Objective Personalities/Objective Techniques)	\$50.00
Assessment (Projective/Projective Techniques)	\$50.00
Assessment (Neuropsychology)	\$50.00
Assessment (Lifestyle and Career Development)	\$50.00
Assessment (Child and Adolescent)	\$50.00
Assessment (Trauma)	\$50.00
Assessment (Forensic)	\$50.00
Clinical/Counseling Practicum (per term)	\$30.00
Comprehensive Exam Fee (per attempt)	
Master's	\$300.00
Doctoral	\$300.00
Late Registration Fee	\$100.00
Outstanding Balance Administrative Fee (monthly)	\$30.00
Insufficient Funds Fee	\$30.00
Late Payment Fee (payment plans)	\$25.00
Replacement Student ID Fee	\$14.00
Dissertation Binding	
One bound copy is required for graduation and included with the graduation fee. Students are responsible for additional dissertation bindings.	
Dissertation Support Fee [^] (per credit of <i>Dissertation Extension</i>)	\$500.00
Graduation Fee ^{**}	
Master's	\$250.00
Doctoral	\$500.00
Replacement/Duplicate Diploma Fee	\$45.00
Transcripts ^{***}	\$5.00
One Internship Application Transcript	No Charge
Copies of Education Records (per page)	\$0.50
Miller Analogies Test (MAT) ^{^^}	\$65.00

+For courses where course digital materials are provided in lieu of textbooks, a \$75.00 fee (CDM fee) is applied directly to the student's account concurrent with the charge for tuition. Students are not charged the CDM fee for repeated coursework if previously charged.

⁺⁺ This fee applies to students taking Non-Standard Term Delivery Format programs in Colorado Springs.

*Students in Internship or dissertation courses only are exempt from the Technology Fee.

**This fee is a requirement for all graduating students and pays for the final audit of the degree, one bound final dissertation, one official transcript, and the processing, printing, packaging and shipping of the diploma. It is the student's responsibility to pay this fee at the time the *Petition to Graduate* is submitted.

The Graduation Fee can be deducted from a student's Financial Aid disbursement if he or she has granted authorization on the *Credit Authorization* form. Payment must be received before transcripts or diplomas can be released. For students utilizing Military Educational Benefits, the graduation fee may be covered by the benefit payment.

***Unofficial transcripts are available to students via the Student Portal at no cost. Transcripts (both unofficial and official) may not be viewed or released if a transcript hold is in place.

[^] The Dissertation Support Fee is assessed per credit of *Dissertation Extension*. The fee covers continued administrative support throughout the dissertation process from the assigned dissertation committee. It is the student's responsibility to ensure payment of this fee when it is charged. Payment must be received before transcripts or diplomas can be released. This fee is fully refundable if a student does not attend beyond week one of a course. After this time, the fee becomes non-refundable.

^{^^} Charged to students who take the Miller Analogies Test on the University of the Rockies campus.

Other Expenses:

Audit: Students approved to audit a course must pay tuition equal to 50% of the normal course tuition. The audit fee must be paid prior to the start of the course.

Student Professional Liability Insurance: Two months prior to beginning Practicum, subsequent practica, or Pre-Doctoral Internship experience, Mental Healthcare Specialization students must have the minimum required student professional liability insurance. Cost of the insurance is the responsibility of the student. Proof of insurance must be submitted to the Director of Clinical Training.

Memberships in Professional Organizations

After admission to the Master of Arts in Counseling, Marriage and Family Therapy Specialization or Mental Health Counseling Specialization, or the Doctor of Psychology (PsyD), Clinical Specialization programs, students are required to join their respective professional organization (i.e., for the Mental Health Counseling Specialization, the American Counseling Association; for the Marriage and Family Therapy Specialization, the American Association of Marriage and Family Therapy; and for the PsyD, Clinical Specialization, the American Psychological Association). University of the Rockies will credit the base annual student-rate membership dues for students who were actively enrolled at the time they joined the organization. Active students who submit a receipt for the required student-rate annual dues will receive a credit that can be applied to the next term's tuition.

Memberships in other professional associations remain the individual student's responsibility. Membership in a professional organization is not a substitute for professional licensure in any state.

Non-Term Delivery Format (Denver Instructional Site)

The following is a list of tuition and fees applicable to programs and/or courses offered in the non-term delivery format at the Denver Instructional Site. Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the students were in the process of completing. Indirect costs which are not billed directly by the University may be found at: www.rockies.edu/admissions/dis_cost.

Tuition:

Certificate Program Tuition (per credit)	\$672.00
Master's Level (5000-6000) Tuition (per credit)	\$672.00
Doctorate Level (7000-8000) Tuition (per credit)	\$882.00

Fees:

Course Materials+ (average per course)	\$200.00
Technology Services Fee*	
Master's	\$750.00
Doctorate	\$950.00
Assessment Materials Fee (Doctoral ORG 7101)	\$50.00
Comprehensive Examination Fee (Selected Master's programs only)	\$300.00 per attempt
In-Residence Workshop Fee** (per workshop; 3 workshops required)	\$500.00
Insufficient Funds Fee	\$30.00
Late Payment Fee	\$30.00
Replacement Student ID Fee	\$14.00
Dissertation Binding One bound copy is required for graduation and included with the graduation fee. Students are responsible for additional dissertation bindings.	
Dissertation Support Fee*** (per credit of <i>Dissertation Extension</i>)	\$500.00
Graduation Fee^	
Master's	\$250.00
Doctoral	\$500.00
Replacement/Duplicate Diploma Fee	\$45.00
Transcript Fee^^	\$5.00
Copies of Education Records (per page)	\$0.50

+ For courses where course digital materials are provided in lieu of textbooks, a \$75.00 fee (CDM fee) is applied directly to the student's account concurrent with the charge for tuition. Students are not charged the CDM fee for repeated coursework if previously charged.

*The Technology Services Fee is a non-refundable, one-time fee, applied on the 2nd week of enrollment, post start date for degree seeking students to provide the student with initial configuration setup to University systems such as the online learning platform and other academic support systems.

**Doctoral students in the School of Social, Human, and Educational Development have an In-Residence Workshop Requirement. The In-Residence Workshop Fee is a fee which is applied to the student's account at the time the Workshop is scheduled for attendance. The scheduling of the Workshops must be prompted by the student at the prescribed points in time throughout the program. Graduation requirements for these programs include three In-Residence Workshops, with an optional fourth In-Residence Workshop should a student feel they need additional guidance in research application (additional \$500 fee). The fee covers continued administrative support throughout the In-Residence Workshop process. This fee is fully refundable if the workshop is unattended or unscheduled before the scheduled date. After this time, the fee becomes non-refundable.

***The Dissertation Support Fee is assessed per credit of *Dissertation Extension*. The fee covers continued administrative support throughout the dissertation process from the assigned dissertation committee. It is the student's responsibility to ensure payment of this fee when it is charged. Payment must be received before transcripts or diplomas can be released. This fee is fully refundable if a student does not attend beyond week one of a course. After this time, the fee becomes non-refundable.

^This fee is a requirement for all graduating students and pays for the final audit of the degree, one bound final dissertation, one official transcript, and the processing, printing, packaging and shipping of the diploma. It is the student's responsibility to pay this fee at the *Petition to Graduate* is submitted. The Graduation Fee can be deducted from a student's Financial Aid disbursement if he or she has granted authorization on the *Credit Authorization* form. Payment must be received before transcripts or diplomas can be released. For students utilizing Military Educational Benefits, the graduation fee may be covered by the benefit payment.

^^Unofficial transcripts are available to students via the Student Portal at no cost. Transcripts (both unofficial and official) may not be viewed or released if a transcript hold is in place.

Non-Term Delivery Format (Online)

The following is a list of tuition and fees applicable to programs and/or courses offered in the non-term delivery format, effective April 1, 2014. Tuition rates and fees may change at any time without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the students were in the process of completing. Indirect costs which are not billed directly by the University may be found at:

www.rockies.edu/admissions/online_cost

Tuition:

Certificate Program Tuition (per credit)	\$824.00
Master's Level (5000-6000) Tuition (per credit)	\$824.00
Doctorate Level (7000-8000) Tuition (per credit)	\$1,082.00

Fees:

Course Materials+ (average per course)	\$200.00
Technology Services Fee*	
Master's	\$750.00
Doctorate	\$950.00
Assessment Materials Fee (Doctoral ORG 7101)	\$50.00
Comprehensive Examination Fee (Selected Master's programs only)	\$300.00 per attempt
In-Residence Workshop Fee** (per workshop; 3 workshops required)	\$500.00
Insufficient Funds Fee	\$30.00
Late Payment Fee	\$30.00
Dissertation Binding Students are responsible for their own dissertation binding. One bound copy is required for graduation and included with the graduation fee.	
Dissertation Support Fee*** (per credit of <i>Dissertation Extension</i>)	\$500.00
Graduation Fee^	
Master's	\$250.00
Doctoral	\$500.00
Replacement/Duplicate Diploma Fee	\$45.00
Transcript Fee^^	\$5.00
Copies of Education Records (per page)	\$0.50

+ For courses where course digital materials are provided in lieu of textbooks, a \$75.00 fee (CDM fee) is applied directly to the student's account concurrent with the charge for tuition. Students are not charged the CDM fee for repeated coursework if previously charged.

*The Technology Services Fee is a non-refundable, one-time fee, applied on the 2nd week of enrollment, post start date for degree seeking students to provide the student with initial configuration setup to University systems such as the online learning platform and other academic support systems.

**Doctoral students in the School of Social, Human, and Educational Development have an In-Residence Workshop Requirement. The In-Residence Workshop Fee is a fee which is applied to the student's account at the time the Workshop is scheduled for attendance. The scheduling of the Workshops must be prompted by the student at the prescribed points in time throughout the program. Graduation requirements for these programs include three In-Residence Workshops, with an optional fourth In-Residence Workshop should a student feel they need additional guidance in research application (additional \$500 fee). The fee covers continued administrative support throughout the In-Residence Workshop process. This fee is fully refundable if the workshop is unattended or unscheduled before the scheduled date. After this time, the fee becomes non-refundable.

***The Dissertation Support Fee is assessed per credit of *Dissertation Extension*. The fee covers continued administrative support throughout the dissertation process from the assigned dissertation committee. It is the student's responsibility to ensure payment of this fee when it is charged. Payment must be received before transcripts or diplomas can be released. This fee is fully refundable if a student does not attend beyond week one of a course. After this time, the fee becomes non-refundable.

^This fee is a requirement for all graduating students and pays for the final audit of the degree, one bound final dissertation, one official transcript, and the processing, printing, packaging and shipping of the diploma. It is the student's responsibility to pay this fee at the time the *Petition to Graduate* is submitted. The Graduation Fee can be deducted from a student's Financial Aid disbursement if he or she has granted authorization on the *Credit Authorization* form. Payment must be received before transcripts or diplomas can be released. For students utilizing Military Educational Benefits, the graduation fee may be covered by the benefit payment.

^^Unofficial transcripts are available to students via the Student Portal at no cost. Transcripts (both unofficial and official) may not be viewed or released if a transcript hold is in place.

Sales Tax Disclaimer

University of the Rockies is required to charge sales tax for tuition and/or fees in certain jurisdictions based on state reporting obligations and the taxability of services and digital goods in accordance with local law on the date of charge. For sales tax purposes, electronically-delivered services and digital goods are considered to be received at the student's physical address. For specific sales tax charges, students should consult with their Student Advisor (online) or Financial Aid Office (Colorado Springs campus and Denver Instructional Site).

Tennessee Tuition and Fee Guarantee *Tennessee Residents Only*

Applicants to an online program who reside in the state of Tennessee (as evidenced by the address on file at University of the Rockies) will qualify for the Tennessee Tuition and Fee Guarantee under the conditions set forth in this section. The Tennessee Tuition and Fee Guarantee is a commitment that the net cost of tuition and fees will not increase for a 12 month period, beginning on the date the student begins credit-bearing coursework. This benefit is applicable only to students who maintain a physical residence in the state of Tennessee. Upon expiration of the 12 month period, tuition and fee amounts for any such students are subject to adjustment to reflect the

rates in effect at that time, and will also be subject to future adjustments.

Students who relocate to another state are no longer eligible for the Tennessee Tuition and Fee Guarantee, and tuition and fees will be adjusted to reflect the rates in effect at that time, and will also be subject to future adjustments, starting on the date their address is changed in University records. No retroactive tuition and fee adjustments for past classes are applied at the time of any address update. No retroactive tuition and fee adjustments for current classes are applied at the time of any address update, unless the address change is updated in University records within the first week of a student's current course.

Students who apply to a new degree program are eligible for the Tennessee Tuition and Fee Guarantee for a new 12 month period beginning on the date the student begins credit-bearing coursework. Students who submit a new admissions application to change their program of study are also eligible for the Tennessee Tuition and Fee Guarantee for a new 12 month period beginning on the date the student begins credit-bearing coursework.

Students who change specializations or re-enter the University after being out of attendance and are not required to submit a new admissions application do not qualify for a new or renewed Tennessee Tuition and Fee Guarantee period.

Delinquent Accounts and Financial Hold

An account is considered delinquent if full payment is not received by the end of the first week of the course resulting in an outstanding account balance. Any student with a delinquent account will be put on a financial hold and not be allowed to register for a subsequent term or course until payment is received in full or a payment plan is established. A student with a delinquent account will not be permitted to take comprehensive exams, obtain copies of official transcripts, or receive a diploma.

An administrative fee may be assessed to a student's account for any outstanding balances, late payments, or insufficient funds.

Bankruptcy

A student who has filed for bankruptcy or had a loan discharged for disability may need to give additional documentation before receiving aid. A student interested in using financial aid as a payment option upon re-entry or upon reapplication to the University may be required to do so as a secondary payment option and deferment of tuition and fee payment will not apply. The student may be required to pay any tuition and/or fee balance in full on an as-incurred basis.

Credit Balance Payments (Stipends)

A federal student aid credit balance is created when the total of all federal student aid funds that are credited to the student's account exceeds the amount of current and prior year (up to \$200) tuition, fees, and any other educationally related charges the institution assessed the student for the payment period. Unless the student authorizes the institution to hold a credit balance, the credit balance must be paid to the student as soon as possible, but not later than 14 days after the balance occurs (or 14 days after the first day of class if the credit balance occurred before the first day of class of that payment period). If a student elects to authorize University of the Rockies to hold any federal student aid credit balance beyond the 14 day

period, the University will release any remaining credit balance to the student by the end of the loan period. If a campus student authorizes the school to retain funds and would later like to request a refund, the student must fill out a *Disbursement Request* form (available online).

Payment Options

University of the Rockies offers a variety of options for paying the costs of a student's education. During the application and enrollment process, students select their primary payment option and any secondary payment option(s), if required. Funds are applied in the order received by the University, regardless of designation of primary or secondary.

Payment Plans

Payment plans are available to students and are subject to approval.

Payment plans allow students in a non-standard term format to pay their outstanding account balance in two equal monthly installments, guaranteeing that the balance will be paid in full by the end of the term. Payment plans allow for students in a non-term format to maintain continuous enrollment by offering monthly payments to cover any outstanding charges they have incurred throughout their program. Each individual payment plan will not exceed twelve (12) months for repayment.

Invoices may be sent out periodically to students with outstanding balances. These invoices will be sent to the email address on file; the student is responsible for ensuring the accuracy of this information with the Registrar's Office. The invoice will reflect charges for current registered classes only. If a change is made to the student's schedule which results in an increase of the tuition bill for the term, the student is accountable for ensuring the updated payment is made. Students who are more than one week late in making payments on the payment plan may be assessed a \$25 late fee and may be administratively withdrawn from the program until their account is paid in full.

Tuition Reimbursement Plan

The Tuition Reimbursement Plan is available as a primary payment option if students qualify for their employer's tuition reimbursement program and if their employer reimburses at least 50% of annual tuition. Under this plan, tuition payment is deferred a maximum of 60 days from the course/term start date, regardless of when the student receives disbursement from the employer. Applicable fees are due on or before the start date of each course/term. To qualify, prior to the start of the course/term, online students must submit a signed *Tuition Reimbursement Certification and Authorization* form that includes a valid credit card number (debit cards are not accepted) with authorization to charge the card if the tuition is not paid within the 60-day time frame. The conditions of this plan are not dependent upon the receipt of a course grade or completion of the course. Tuition must be paid in full 60 days after the start date of a course/term; otherwise, the online student's credit card will be automatically charged. If fees are not paid in full on or before the start date of a course/term, the online student's credit card will be automatically charged. A declined card will automatically result in a late fee and an insufficient funds fee. Students who have two declined credit card payments will be required to comply with the terms of the Cash Plan and will no longer qualify for the Tuition Reimbursement Plan. Students should notify the University as

to which payment option(s) they will be using in their initial meeting with the Financial Aid department.

Documentation required for the Tuition Reimbursement Plan:

- *Student Finance Agreement*; and
- *Tuition Reimbursement Certification and Authorization*.

Direct Bill Plan (Third-Party Billing)

University of the Rockies offers Third-Party Direct Billing to students sponsored by a Third-Party Agency with a Direct Bill Memorandum of Understanding on file. Third-Party Direct Billing is not available as a secondary payment option. The Third-Party Agency must offer a tuition benefit that covers a minimum of 50% of a student's annual tuition and fees to be eligible for this option. The Third-Party Agency is expected to remit payment to University of the Rockies within 90 days of the course start date. Any amounts not paid by the Third-Party Agency are the responsibility of the student. Vouchers, purchase orders, and other approved authorized mediums should be sent to directbill@rockies.edu at least five days prior to the start of each course. Failure to supply voucher or payment timely may result in loss of Third-Party Direct Bill benefits.

Documentation required for Direct Bill Plan:

- Executed *Direct Bill Memorandum of Understanding*;
- *Student Finance Agreement* indicating Direct Bill;
- *Direct Bill Certification and Authorization* form; and
- Voucher, purchase order, or other authorized medium approved by University of the Rockies.

Cash Plan

When the Cash Plan is selected as a primary payment option, 100% of tuition and any applicable fees are to be paid on or before each course start date. Students may choose to have their tuition and/or fees automatically charged to their credit card when the Cash plan is the only payment option. Automatic credit card payments are charged on the start date of each course; otherwise, full payment must be received on or before the start date of each course.

When selected as a secondary payment option, any amount not covered by the primary payment option can be applied in any acceptable form of payment.

University of the Rockies accepts all forms of credit cards as long as the credit available is sufficient. Credit cards bearing high interest rates should not be used as a long-term financing method for educational costs. University of the Rockies encourages all students to utilize the free financial counseling provided by the Financial Aid Office.

Military Veterans Assistance Plan

University of the Rockies is approved to train veterans and their eligible spouses and dependents. The Military Veterans Assistance Plan requires that all tuition be paid on or before each course start date, with the exception of the first 60 days in the student's first academic year. Under this plan, tuition payment is deferred for the first 60 days of continuous enrollment in a degree program, regardless of when the student receives disbursement from the U.S. Department of Veterans Affairs. If additional deferment time is needed for government processing, the student must speak with their advisor in order to make arrangements. The Sales Tax Charge (if applicable)

is covered by Post 9/11 GI Bill. Applicable fees are due on or before the start date of each course/term. To qualify, prior to the start of the course/term, students must submit a signed *Student Finance Agreement* form.

Students may choose to place a credit card on file for automatic recurring payment processing. Non-Degree Seeking students will be required to place a credit card on file when selecting this option with authorization to charge the card if tuition is not paid within a sixty (60) day timeframe. Online students should direct questions to the Student Advisor. Colorado Springs campus and Denver Instructional Site students should contact the Military Specialist for more information.

The *VA Application and Certificate of Eligibility* is required documentation for the Military Veterans Assistance Plan.

Military Tuition Assistance Plan

University of the Rockies is approved for active duty Military Tuition Assistance. Students are required to submit approved *Military Tuition Assistance* forms prior to the start of each course. Any tuition and applicable fees not covered by the TA program must be paid prior to the start date of each course. Online students should direct questions to the Student Advisor. Colorado Springs campus and Denver Instructional Site students should contact the Military Specialist for more information.

Students may choose to place a credit card on file for automatic recurring payment processing. Non-Degree Seeking students will be required to place a credit card on file when selecting this option with authorization to charge the card if tuition is not paid within a sixty (60) day timeframe. Online students should direct questions to the Student Advisor. Colorado Springs campus and Denver Instructional Site students should contact the Military Specialist for more information.

Approved *Military Tuition Assistance Authorization* forms (branch specific) are required documentation for the Military TA Plan.

Military Spouse Career Advancement Account Scholarship (MyCAA)

The MyCAA Scholarship provides up to \$4,000 of tuition assistance to eligible military spouses enrolled in University of the Rockies Graduate Certificate programs. Eligible participants include spouses of active duty service-members in specific pay grades. Refer to the MyCAA Fact Sheet at http://www.militaryonesource.mil/12038/MOS/Factsheets/SECO/MyCAA_Factsheet_Overview.pdf for more information. To apply for the MyCAA Scholarship, visit <https://aiportal.acc.af.mil/mycaa/default.aspx>.

University of the Rockies Military Grant

Students enrolled in a University of the Rockies degree program may be eligible for the University of the Rockies Military Grant. Eligible students include US Active Duty, Reserves, National Guard, spouses of Active Duty, National Guard, or Reservists, students using VA Education Benefits, Department of Defense employees, Veterans Affairs employees, and civilian employees of the US Coast Guard.

The grant amount for Master's students will equate to 20% of the cost of tuition. The grant amount for Doctoral students will equate to 15% of the cost of tuition. In addition, this grant

also waives the entire Technology Fee (non-standard term format) or Technology Services Fee (non-term format), and covers the cost of books and materials, including standard shipping costs, required for an eligible student's program of study when purchased through the University of the Rockies' online bookstore.

To qualify to receive the University of the Rockies Military Grant, you must provide the appropriate verification:

- Provide proof of active duty or military status by submitting one of the following forms of identification: SOS, LES, COE, Marriage Certificate (spouses), EBenefits website screenshot, or Milconnect website screenshot;
- Submit application for admission to University of the Rockies with all grant-verifying documents; and
- Remain enrolled or return as scheduled from an approved break.

Students who withdraw from the program and resume at a later date will be required to re-verify eligibility for the University of the Rockies military Grant.

Please note: DD-214 is not acceptable verification.

Students that exceed 14 days of consecutive non-attendance and are not on an approved break will be asked to recertify eligibility for the University of the Rockies Military Grant upon return by faxing appropriate verification. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. Approved students may obtain a book voucher code through their Student Advisor or Military Specialist.

Private Loan Plan

University of the Rockies will work with any lender participating in private student loans a student wishes to provide. University of the Rockies and its staff are prohibited from accepting remuneration or compensation from any institution providing loans to its students. Students participating in the Private Loan Plan may qualify for Federal Direct Loans from the federal government. Direct Loans may have more favorable rates than Private Loans.

Please contact the Financial Services department for additional information about all available education funding options.

Financial Aid Plan

The University will provide assistance to all students who are eligible for federal financial aid. The University provides a convenient online application process. This process includes financial aid forms, options for electronically signing the application, and links to complete the Free Application for Federal Student Aid (FAFSA), Entrance Loan Counseling, and Master Promissory Note. All students seeking federal financial aid benefits must be admitted to a financial-aid eligible degree program to determine financial aid eligibility.

For the purposes of Financial Aid, students at University of the Rockies may be eligible to apply for the following student financial aid programs:

- Federal Direct Loans (Unsubsidized)
- Direct Graduate PLUS Loans

Federal Student Aid Eligibility

To be eligible for most types of financial aid, a student must:

- be accepted into a degree program*;
- file the Free Application for Federal Student Aid (FAFSA);
- be enrolled at least half-time in coursework that will count towards the student's degree each term;
- maintain *Satisfactory Academic Progress* or meet probationary requirements (see policy);
- be a U.S. citizen or eligible noncitizen;
- have a valid Social Security Number;
- register with the Selective Service (if required);
- certify that no federal student loan is in a default status and no money is owed on a federal student grant; and
- certify that use of federal student aid is only for educational purposes.

* *Students pursuing a Graduate Certificate program are not eligible for financial aid.*

The total cost of attending University of the Rockies includes direct and indirect expenses. Direct expenses for students include tuition and fees. Also included in the budget are indirect expenses that include allowances for books and supplies, as well as personal and travel expenses that may be incurred while attending college. Students are notified of their estimated cost of attendance on their award notification, including the calculation of Expected Family Contribution (EFC) which is subtracted from the total cost of attendance. Financial Aid will review the criteria determined by the Department of Education to package aid for each individual student. Please refer to *Tuition and Fees* in this section of the *Catalog* for more information.

Application Deadlines and Renewal of Aid

The annual application priority deadline for financial aid is June 1. Applications will be accepted after this date but may not receive priority. Financial Aid is not automatically renewed every year; the student must re-apply by completing the FAFSA and other paperwork as necessary. The Direct Master Promissory Note (MPN) for federal student loans is good for 10 years.

Applying for Financial Aid

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

- Obtain a pin number at www.pin.ed.gov and fill out the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Make sure to include the University of the Rockies school code: G35453.
- Complete the Direct Master Promissory Note (MPN) and Entrance Counseling at <https://studentloans.gov>.
- Review the award letter.
- Complete any additional paperwork requested by the Financial Aid/Financial Services department.

Cost of Attendance

The Cost of Attendance represents the total amount it will cost a student to go to school, but may include more than direct costs billed by the University. This information can be found on the University website at:

Non-Standard Term Delivery Format and
Non-Term Delivery Format (Denver Instructional Site):
www.rockies.edu/admissions/dis_cost

Non-Term Delivery Format (Online):
www.rockies.edu/admissions/online_cost

Non-Standard Term Programs

Under the Financial Aid plan for enrollment for non-standard term programs, students 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 the Cash Plan and the student will be held responsible for any outstanding balances incurred.

Note: For all programs, students are required to make Satisfactory Academic Progress in order to maintain eligibility for Title IV federal financial aid. See the Satisfactory Academic Progress (SAP) policy in the Academic Policies sections of this Catalog for further details related to SAP review and requirements, and information related to conditions of Academic and Financial Aid Warning, Academic and Financial Aid Probation and Probation-Academic Plans during which students maintain Title IV eligibility.

Non-Term Programs

To select the Financial Aid Plan as the primary payment option for enrollment in a non-term program, at least 50% of a student's annual tuition must be funded through the federal financial aid benefits. Under this plan when used as a primary payment option for enrollment in a non-term program, students are expected to submit all financial aid documents prior to their start date. If an enrolled student fails to supply all required documents by end of the first week (Monday at 12 am [midnight] in the Mountain Time Zone), the student will be withdrawn from his or her current course. Students who are otherwise qualified may be rescheduled to start their program at a later date when all required financial aid documentation is submitted. If the student is unable to qualify for financial aid, he or she must select another payment option and is held responsible for any outstanding balances incurred.

Continuous attendance with no breaks greater than 14 days or approved requests for breaks greater than 45 days is required to retain eligibility for federal financial aid funds. The University may schedule periods of non-enrollment during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break. The University may be required to return the federal funds of students with reduced financial aid eligibility due to attendance breaks, leaving the student responsible to the University for the remaining balance on the student's account. Students who are awarded Title IV aid in an amount exceeding the tuition and fees due the University, and who withdraw before completion of the term or program, may be required to return unearned funds to the Department of Education and/or University of the Rockies. Students in this situation who received excess funds stipend checks may be required to return those funds to the institution. Students are strongly encouraged to contact their Student Advisor to understand the potential impact attendance changes may have on their financial aid as far in advance as possible.

Note: For all programs, students are required to make Satisfactory Academic Progress in order to maintain eligibility for Title IV federal financial aid. See the Satisfactory Academic Progress (SAP) policy in the Academic Policies sections of this

Catalog for further details related to SAP review and requirements, and information related to conditions of Academic and Financial Aid Warning, Academic and Financial Aid Probation and Probation-Academic Plans during which students maintain Title IV eligibility.

General Financial Aid Reapplication Process

On this plan, it is the student's responsibility to reapply for funding as necessary. Students enrolled in a non-term program must reapply 90 days prior to the start of each academic year. Tardiness in applying could result in disqualification and require compliance with the terms and conditions of the Cash Plan. Students enrolled in an on-campus program are responsible for reapplying for funding each year by March 1, if they chose that method of payment.

In accordance with Title IV Regulations, any student not completing the financial aid process in a timely manner while in attendance may forfeit eligibility for financial assistance that might otherwise have been available during that period of enrollment, and becomes fully responsible for all remaining balances.

Financial Aid Student's Rights

As a financial aid applicant or recipient, students have the following rights:

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

Financial Aid Student's Responsibilities

As a financial aid applicant or recipient, students have the following responsibilities:

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

NSLDS Consumer Information Disclosure

When the University processes federal student aid, the loan will be submitted to the National Student Loan Data System (NSLDS) when the funds have been processed and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

Federal Direct Loans

Direct Unsubsidized: This loan is non-need-based. Direct Loans are low-interest loans for students to help pay for the cost of a student's education when attending post-secondary

education. The lender is the U.S. Department of Education. Students may borrow directly from the federal government through the Direct loan servicer. To be eligible for a Direct loan, a student must be enrolled in an eligible degree program on at least a half-time basis. The Direct Loan Program offers a lower interest rate than most commercial loans. Graduate students can apply for an Unsubsidized Direct Loan, which begins to accrue interest while the student is in school. An origination/guarantee fee may be deducted from the student's loan amount that is disbursed. Please refer to the Federal Direct Annual Loan Limits and Federal Direct Aggregate Loan Limits tables in this section of this Catalog. The standard repayment plan begins six months after the student graduates or is no longer enrolled at least half-time, and up to 10 years may be allowed to repay the loan(s).

Students who meet eligibility requirements may request a deferment or forbearance of their loan payment. The following are circumstances under which a student may qualify for a deferment: currently enrolled in school on at least a half-time basis; graduate fellowship; rehabilitation training; unemployment; economic hardship; military service; or post-active duty student.

Please refer to www.studentaid.ed.gov for more information.

Direct Graduate PLUS Loan: This is a long-term, low-interest loan for graduate students. The student may borrow up to the cost of attendance, minus all other financial aid received, and after all Direct Unsubsidized loan eligibility has been exhausted. The lender is the U.S. Department of Education. These loans are non-need-based and are subject to credit approval. If denied, a student may apply using a co-signer. Repayment begins 60 days from the date the loan is fully disbursed. The student is responsible for paying the interest on this loan starting from the time of the first disbursement. However, your loan will be placed in deferment while you are enrolled at least half-time.

Please refer to www.studentaid.ed.gov for more information.

Term and Conditions of Direct Loans: The terms and conditions of Direct Loans can be found on the Master Promissory Note or through the Entrance Counseling the student completes.

Graduate Direct Loan Annual Limits:

Unsubsidized	\$20,500.00
Maximum Lifetime Loan Limit	\$138,500.00
Maximum Lifetime Aggregate Subsidized Loan Limit	\$65,500.00
Maximum Lifetime Aggregate Unsubsidized Loan Limit	\$73,000.00

A borrower who has reached his or her aggregate borrowing limit may not receive additional loans through the Direct Loan program.

Financial Aid

Repeating Coursework for Non-Standard Term Programs

Courses that must be repeated due to an unsuccessful grade count towards eligibility for financial aid. Retaking coursework previously passed at University of the Rockies Colorado Springs campus programs may impact a student's enrollment

status (e.g., full time, half time, etc.). Courses attempted a third time when the prior two attempts resulted in a passing grade will not be included in the enrollment status calculation for the term. This may affect the student's eligibility for financial aid funds. Students are encouraged to contact the Financial Aid Office for more information.

Repeating Coursework for Non-Term Programs

Courses that must be repeated due to an unsuccessful grade do not count towards eligibility for financial aid. This may affect the student's eligibility for financial aid funds. Students are encouraged to contact the Financial Aid Office for more information.

Financial Aid Disbursements

Loan payments are split into five equal disbursements for non-standard term (Colorado Springs campus) students and two equal disbursements for non-term (online and Denver Instructional Site) students per Academic Year. Disbursements are generally made by payment period. Payments are delivered to the institution from the Department of Education. The funds are then posted to the student's account during the first week of every term or payment period at the Colorado Springs campus. Funds for non-term (online and Denver Instructional Site) students will post to the student's account within the first three courses of each academic year (in the first payment period). A second disbursement will post to the student's account once they have reached the midpoint of required weeks and credits necessary to complete an academic year. **The student is responsible for any balance that financial aid does not cover and must adhere to the tuition payment policy.**

Verification for Federal Student Aid Eligibility

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

If the student is selected for verification there will be an asterisk next to the Expected Family Contribution (EFC) on the Student Aid Report (SAR). The student will also be informed of having been selected for verification in the SAR Acknowledgement letter, which is included with the SAR documents. Student Aid Reports may be viewed online at <http://www.fafsa.ed.gov/> under Step 3, "View and Print Your Student Aid Report." If the student is selected for verification, the University of the Rockies Financial Aid Office will send a letter informing them of this selection and the additional documentation that is required.

The student will be required to provide appropriate and legible supporting documents to the University of the Rockies Financial Aid Office. In most cases, this documentation includes the following information:

1. Signed copies of Federal Tax Return Transcripts for the tax year prior to the award year in which the student is applying; or use the IRS Data Retrieval Tool on the FAFSA;

2. Documentation of untaxed income received during the calendar year, if applicable;
3. High school completion status; and
4. Identity and Statement of Educational Purpose form.

Please note that additional documents may be requested at the University of the Rockies Financial Aid Office's discretion.

Participation in the verification process is not optional. If a student who is selected for verification does not submit the required documentation within 30 days, financial aid processing will be delayed, and the student may not be eligible to receive federal financial aid as a University of the Rockies student. If any changes to the student's FAFSA or application information are needed or clarification is needed for additional documentation that may be required, an advisor from the Financial Aid Office will contact the student. In this case, the student or parent may be required to submit additional documentation and to resubmit his or her application for financial aid to the U.S. Department of Education. If a student's financial aid award in any way changes as a result of verification, a new award letter will be generated and emailed to the student with the updated Expected Family Contribution and award amounts, as applicable. If a student's financial aid award in any way changes as a result of verification, a new award letter will be generated and emailed to the student with the updated Expected Family Contribution and award amounts, as applicable.

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

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

- (i) False claims of independent student status;
- (ii) False claims of citizenship;
- (iii) Use of false identities;
- (iv) Forgery of signatures or certifications; and
- (v) False statements of income.

Entrance and Exit Counseling

Entrance Counseling must be given to all financial aid students before aid is disbursed and Exit Counseling must be given to all financial aid students within 30 days of separation from the school. The entrance and exit counseling is available on <https://studentloans.gov>. Students may contact the Financial Aid /Financial Services department to receive individual repayment or account information.

Return of Title IV Funds

The Financial Aid Office will perform a Return of Title IV Funds calculation when a Title IV recipient withdraws from his or her program. This process ensures that the institution correctly calculates the amount of federal student financial aid earned by the student and returns any unearned funds back to the federal student financial aid programs. In some

cases, the student will be required to return unearned Title IV funds. In addition, the Return of Title IV process may result in the student owing the school for unpaid tuition and fees. A student may withdraw from the University at any time by notifying their Student Advisor (online) or the Registrar's Office (Colorado Springs campus or Denver Instructional Site), either verbally or in writing, of their decision to withdraw, but it is highly recommended that the student speak with an Advisor prior to withdrawing.

For Return of Title IV calculation purposes, the payment period for a non-standard term is defined as the term from which the student withdraws. For non-term, please reference the *Financial Aid Guidelines for Non-Term Delivery Format* in this *Catalog* for the definition of a payment period. For official or unofficial withdrawals from non-term and non-standard term programs, a student's last date of attendance is the last day in which a student attended class (for online students this is any academic related activity for their class in the Student Portal). If a student completes a course and receives a passing grade, the last date of attendance will be recorded as the end date of the course.

The portion of Title IV funds a student is allowed to receive is calculated on a percentage basis by comparing the total number of days completed before the student withdrew from the program to the total number of days in the payment period. An official withdrawal date is determined when a student requests to be dropped from their program or does not meet attendance requirements to remain eligible for Title IV funding. For example, if the student withdrew on the 15th day of a payment period that has 63 days, the student has completed 24% of the payment period and has therefore earned 24% of the federal student financial aid that was disbursed or could have been disbursed. This means that 76% of the aid that was disbursed or could have been disbursed remains unearned and must be returned to the federal student financial aid program. The numerator and the denominator include weekend days but not scheduled breaks of five consecutive days or more. A student earns 100% of the aid once he or she has completed more than 60% of the term.

If the amount of aid disbursed to the student is greater than the amount of aid earned by the student, the unearned portion must be returned to the federal account; this may include the student, the institution, or both. In returning unearned funds, the institution is responsible for returning the portion of the unearned funds equal to the lesser of the institutional charges for the payment period multiplied by the unearned percentage of funds, or the entire amount of unearned funds. If the student is required to return any of the unearned funds, then the student must repay those funds. If the unearned funds consist of Title IV loans, then the student repays the loan in accordance with the terms and conditions of the promissory note.

If the amount of aid disbursed to the student is less than the amount of aid earned by the student, a post-withdrawal disbursement may be available to assist the payment of any outstanding tuition and fee charges on the student's account. If a student is eligible to receive a post-withdrawal disbursement from Title IV loan funds, the student will be asked for his or her permission to disburse the loan funds on the student's account to reduce the balance owed to the institution or disburse the excess loan funds directly to the student. The University has 30 days from the date of the institution's determination that the student withdrew to offer the post-withdrawal disbursement of a loan to the student. The student has 14 days from the date the institution sends the notification to accept the post-withdrawal

disbursement in writing. If the student accepts the post-withdrawal disbursement, the University will make the disbursement within 180 days from the date of the institution's determination that the student withdrew. The Return of Title IV process will determine whether the funds will be allocated to the school or the student.

Once the University's portion of the return of funds has been calculated, the Financial Aid Office will return the aid within 45 days to the appropriate federal student financial aid program(s) in the order specified below. If this creates a balance on the student's account, the student will be responsible for full payment to the institution. A student will not be allowed to re-enter, register, or receive an official academic transcript until the outstanding balance has been paid in full. If loan funds are required to be returned by the student, the student may pay these funds back under the original terms of the loan.

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

- Unsubsidized Direct Loan
- Direct Graduate PLUS

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Policies and Information* section in this *Catalog*.

Statements

1098-T Tuition Statements are made available to students every year no later than January 31 as required by law. This statement may be used to claim education credits. 1098-T statements are made available electronically via the Student Portal. Students may elect to only receive paperless delivery of their 1098-T via the Student Portal. If a student does not elect paperless delivery, the statement will be mailed to the address on file. It is the student's responsibility to ensure the address is correct.

Financial Aid Guidelines for Non-Standard Term Delivery Format Master's and Doctoral Program Definitions

Week = Seven (7) calendar days

Term = Nine (9) weeks

Payment Period = One (1) Term

Academic Year Definition = 45 weeks

Financial Aid Guidelines for Non-Term Delivery Format Master's Program Definitions

Week = 7 calendar days

Full Academic Year Definition = a minimum of 36 weeks of instructional time and either 18 successfully earned credits of coursework or 4 successfully earned credits of thesis work that apply toward the student's program of study. The credit requirement may be met through a combination of experiences and will be prorated as follows: 1 credit of coursework equals 1/18 of an Academic Year and 1 credit of thesis work equals 1/4 of an Academic Year.

A full Academic Year consists of 2 increments that may be referenced as payment periods, financial aid payment periods, or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when

half of the credits and weeks required for a completed Academic Year have been met.

- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Doctoral Program Definitions

Week = 7 calendar days

Full Academic Year Definition = a minimum of 36 weeks of instructional time and either 18 successfully earned credits of coursework or 6 successfully earned credits of practicum or 4 successfully earned credits of dissertation courses that apply toward the student's program of study. The credit requirement may be met through a combination of experiences and will be prorated as follows: 1 credit of coursework equals 1/18 of an Academic Year, 1 credit of practicum equals 1/6 of an Academic Year, and 1 credit of dissertation courses equals 1/4 of an Academic Year.

A full Academic Year consists of 2 increments that may be referenced as payment periods, financial aid payment periods, or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Loan Qualifications and Disbursement

For non-term programs, loan periods are 36 calendar weeks in length. For non-standard term programs, loan periods are typically 45 calendar weeks in length. The beginning of the loan period will coincide with the date a student begins coursework.

The first disbursement will be delivered on or after the start date of the course, depending upon completion of the financial aid paperwork.

The second disbursement will be delivered once a student has successfully satisfied the requirements for a payment period. Please reference *Financial Aid Guidelines for Non-Term Delivery Format* in this section of the *Catalog* for the definition of a payment period. A student must also be registered for and start the next class. Grades of “W,” “WU,” “I*,” or “U” do not count toward successfully earned credits. In addition, students who choose to repeat courses, which they have successfully completed during the same payment period, will not have the repeated course counted toward successfully earned credits as it relates to the payment period.

A student may receive a second loan once these conditions have been met:

- The initial 36-week loan period has ended;
- The student has completed at least 36 weeks of non-concurrent instructional time. This may take longer than the 36-week loan period if the student does not remain continuously enrolled in sequential courses; and
- The student has successfully satisfied the requirements for an academic year. Please reference *Financial Aid Guidelines for Non-Term Delivery Format* in this section of the *Catalog* for the definition of an academic year. Grades of “W,” “WU,” “I*,” or “U” do not count toward successfully earned credits. In addition, students who choose to repeat courses in which they have successfully completed during the same payment period will not have the repeated course counted toward successfully earned credits as it relates to the payment period.

**Note: Once a grade of “I” is successfully completed for a permanent grade, the course will count towards successful completion.*

Tuition Payment and Financial Aid

Each financial aid disbursement is intended to cover tuition costs for at least 9 credits or 2 credits of thesis work at the Master’s level, or 9 credits or 3 credits of practicum or 2 credits of dissertation courses at the Doctoral level. However, students who do not meet the aforementioned criteria for receipt of loan funds may be required to pay for additional repeat courses before a subsequent disbursement is available.

Non-Degree Seeking Students

A student must be enrolled as a degree-seeking student in a program in order to qualify for financial aid. Students who withdraw from a degree-seeking program and then enroll as a non-degree seeking student should contact their Student Advisor in order to determine how this may affect their financial aid.

Institutional Awards

Receiving institutional awards may impact a student’s military and/or financial aid eligibility. The Financial Aid office will review any additional funds that a student receives to determine any remaining military and/or financial aid eligibility, not to exceed a student’s cost of attendance, or if military and/or financial aid awards need to be adjusted.

Outside Scholarships

Students are encouraged to search for outside funding for their education. Any 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. Scholarship searches are available at:

www.finaid.org/scholarships

www.scholarshipamerica.org

However, the University is in no way affiliated or endorses any of these listed sites. Please beware of sites that ask for payment for scholarship information and/or applications.

Scholarships (Colorado Springs Campus and Denver Instructional Site Students)

University of the Rockies awards several scholarships to Colorado Springs campus and Denver Instructional Site students that reflect its commitment to its core values of Integrity, Service, Excellence, and Diversity. Scholarship recipients are selected by a variety of committees representing faculty and administrators. For more information on scholarships available to ground students and for an application, go to www.rockies.edu/campus_loans (Colorado Springs campus) or www.rockies.edu/admissions/denver-loans (Denver Instructional Site).

Outstanding Student of the Year: Each year the School Faculty Council selects the Doctor of Psychology student they consider to be the person who most represents academic excellence, leadership, and service to the field of psychology. This student is honored with a plaque and recognition at the annual commencement ceremony.

J. Frank Rice Memorial Scholarship: Awarded in honor of J. Frank Rice, PhD, a founding faculty member and Board Member of the Colorado School of Professional Psychology, this tuition scholarship is given each year to an outstanding Doctor of Psychology student of color who values the pursuit of knowledge, serves the common good, and intends to become a clinical psychologist. To be considered for this award, students may apply to the Student Diversity Association through the Office of the Director of Diversity.

James R. Gregg Memorial Scholarship: Awarded in honor of James (Jim) R. Gregg, PsyD, an alumnus of the Colorado School of Professional Psychology, this scholarship is given each year to a student who demonstrates determination, tenacity, personal growth, and commitment to serving others. To be considered for this award, Doctor of Psychology students may apply through the Office of the Director of Student Affairs. Applications of the top three candidates are forwarded to the Gregg family for final selection.

The Josephine Lyle Cowan and E. Garland Cowan, Sr., Memorial Scholarship: Josephine and Garland Cowan were people of faith and service who valued education and supported people who devoted part of their professional life to religious service. Each year the Cowan Family Trust selects, from University of the Rockies nominations, a student who displays the qualities the University expects of a professional psychologist, and who intends to provide some professional service to people in religious organizations. To be considered for this award, students may submit a letter of application to the Office of the Director of Student Affairs.

President’s Diversity Scholarship: The President’s Diversity Scholarship is awarded to four full-time Colorado Springs

campus or Denver Instructional Site students of any race who can demonstrate financial need and who have a commitment to, and appreciation for, diversity demonstrated through community involvement and service. Diversity is one of the four core values of University of the Rockies and it is an important part of every student's learning experience.

Scholarships (Online)

University of the Rockies awards several scholarships to online students that reflect its commitment to its core values of Integrity, Service, Excellence, and Diversity. Scholarship recipients are selected by a variety of committees representing faculty and administrators. For more information on scholarships available to online students and for an application, go to www.rockies.edu/admissions/online_loans.

Excellence in Organizational Development and Leadership Scholarship: The Excellence in Organizational Development and Leadership Scholarship (\$1,500) will be awarded to a current online Master's or Doctoral student in the School of Organizational Leadership who demonstrates excellence and embodies attributes of the University of the Rockies' mission.

Applicants must submit a position statement addressing their commitment to service and articulating how their degree will enhance their effectiveness in their professional role and/or participation in a professional organization or association related to the field of Organizational Development and Leadership. In addition, they must submit one letter of recommendation from a University of the Rockies faculty member.

Excellence in Psychology Scholarship: The Excellence in Psychology Scholarship (\$1,500) will be awarded to a current online Master's or Doctoral student in the School of Professional Psychology who demonstrates excellence and embodies attributes of the University of the Rockies' mission.

Applicants must submit a position statement addressing their commitment to service and articulating how their degree will enhance their effectiveness in their professional role and/or participation in a professional organization or association related to the field of Psychology. In addition, they must submit one letter of recommendation from a University of the Rockies faculty member.

Presidential Alumni Scholarship: The Presidential Alumni Scholarship (\$1,500) is awarded to an online graduate of a University of Rockies' Master's program who is pursuing an online Doctorate in either the School of Organizational Development or the School of Professional Psychology.

Applicants must submit a position statement addressing their commitment to service and articulating how their doctoral degree will enhance their effectiveness in their professional role and/or participation in a professional organization or association related to the field of study. In addition, they must submit one letter of recommendation from a University of the Rockies faculty member.

Diversity Scholarship: The Diversity Scholarship (\$1,500) will be awarded to a University of the Rockies' online Master's or Doctoral student of any background who has demonstrated significant personal growth or community involvement related to their heritage. Applicants must submit a 500-word typed essay describing:

- What the core value of diversity means to them, and how those values have been demonstrated in community involvement;

- How the scholarship will help their financial situation and support the pursuit of their degree; and
- How their degree will enhance their effectiveness in their professional role.

In addition, applicants must submit one letter of recommendation from a University of the Rockies faculty member.

Distinguished Doctoral Dissertation Scholarship: The Distinguished Doctoral Dissertation Scholarship (\$1,500) was established to reward distinguished scholarship and research at the doctoral level by an online student from either the School of Organizational Leadership or the School of Professional Psychology.

Deans and faculty at University of the Rockies will nominate dissertations that represent original work which makes an unusually significant contribution to the discipline. Both methodological and substantive quality will be judged.

The recipient will receive the \$1,500 honorarium at the University of the Rockies' commencement ceremony.

State Grants

State grants may be available for online students. Please visit the Education Resource Organizations Directory (EROD) at http://wdcrobcolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SGT for a list of agencies administering state grants. You may contact these agencies directly for information regarding state grants that may be available.

Alumni Tuition Grant

Students who graduate from a University of the Rockies or Ashford University degree program and meet admission requirements to enroll in a new degree program at University of the Rockies are eligible for an Alumni Tuition Grant. The Technology Services Fee for non-term degree programs is considered a one-time fee for University of the Rockies non-term students and will be waived for all University of the Rockies or Ashford University graduates enrolling in other University of the Rockies degree programs.

Students who qualify for the Alumni Tuition Grant must successfully complete three attempted courses after matriculation into a graduate degree program to remain eligible for the grant. The tuition grant will then be applied to the student's account in the amount of tuition charged for the fourth attempted course.

Tuition Refund Policy

Non-Standard Term Format Tuition Refund Policy

Students who drop or are administratively dropped from courses will have the tuition refunded according to the following schedule based on their last date of attendance. Return of Title IV is based on the length of the payment period and the time the student attended before withdrawing. A student in a non-standard term format program wishing to withdraw from a class or from the University of the Rockies must notify the Registrar's Office. The refund policy excludes all fees which will remain payable. If a student registers for a course with an associated fee and never attends the course, the fee will be refunded. Federal funds required to be returned as a result of changes in eligibility due to reduced attendance (not a withdrawal from the University) will be the responsibility of the student. Refund requirements designated by certain state agencies, where applicable, may take precedence over the institutional refund policy.

Tuition Returned for 1-Credit Courses	Refund Percentage
Before the start the class	100%
Before the start of the 5th hour of class	60%
After the start of the 5th hour of class	0%

Tuition Returned for Practicum, Internship, or Dissertation Courses	Refund Percentage
Before the start of the term	100%
Before the start of the 5th week of the term	60%
After the start of the 5th week of the term	0%

Non-Term Format Tuition Refund Policy

Students who drop or are administratively dropped from a course (or the institution) may be eligible for a tuition refund. Return of Title IV is based on the length of the payment period and the time the student attended before withdrawing. A student in a non-term format program should refer to the following schedule or applicable state refund policy for specific information regarding tuition refunds. Students whose last date of attendance (LDA) is during the indicated week will receive the tuition credit indicated. If a non-term student drops on or before the start date of a course, a 100% refund of the total cost of the course will be provided. Fees are nonrefundable unless otherwise noted. Federal funds required to be returned as a result of changes in eligibility due to reduced attendance (not a withdrawal from the University) will be the responsibility of the student.

Non-Term Format Tuition Refund Schedule		
Weeks in Course	Refund % by Course 6 weeks	Refund % by Course 9 weeks
1	100%	100%
2	50%	50%
3	0%	0%
4	0%	0%
5	0%	0%
6	0%	0%
7	n/a	0%
8	n/a	0%
9	n/a	0%

Tuition Returned for 4-Credit Courses	Refund Percentage
Before the start the 6th hour of class	100%
Before the start of the 12th hour of class	80%
Before the start of the 17th hour of class	60%
Before the start of the 22nd hour of class	35%
Before the start of the 28th hour of class	10%
After the start of the 28th hour of class	0%

Tuition Returned for 3-Credit Courses	Refund Percentage
Before the start the 5th hour of class	100%
Before the start of the 9th hour of class	80%
Before the start of the 13th hour of class	60%
Before the start of the 17th hour of class	35%
Before the start of the 21st hour of class	10%
After the start of the 21st hour of class	0%

Tuition Returned for 2-Credit Courses	Refund Percentage
Before the start the 3rd hour of class	100%
Before the start of the 6th hour of class	80%
Before the start of the 11th hour of class	40%
After the start of the 11th hour of class	0%

Georgia State Refund Policy

The Georgia State Refund Policy applies to residents of Georgia when students drop or are administratively dropped from a course or the institution, and it is more favorable than the institution’s standard refund policy. If a non-term student drops on or before the start date of a course or any time in the first week, a 100% refund of the total cost of the course will be provided.

The following pro rata refund schedule applies when students drop or are administratively dropped from a course based on the student’s last date of attendance:

Non-Term Based Programs	
If a Student Drops or Withdraws	Refund Percentage
On or before the first day of class	100%
After the first day of class but before the end of the first 5% of instructional time	100%
Between the end of the first 5% and 10% of instructional time	100%
Between the end of the first 10% and 25% of instructional time	100%
Between the end of the first 25% and 50% of instructional time	50%
After the first 50% of instructional time	0%

The University will refund any unused portion of the fees if a student withdraws before completing 50% of the period of instructional time except for: (a) items that were special ordered for a particular student and cannot be used or sold to another student; (b) items that were returned in a condition that prevents them from being used by or sold to new students; or (c) non-refundable fees for goods and/or services provided by third party vendors. The Technology Fee covers access to University systems such as the online classroom, Student Portal, and other academic resources. The Technology Fee is fully refundable if a student does not attend beyond week 1 of a course. After this time, the fee becomes non-refundable.

Refunds will be made in full to the student within 30 days of the date of withdrawal.

In the event a student drops or is administratively dropped due to extenuating circumstances beyond the student’s control, as detailed in the *Tuition Credit Request Policy and Procedure* section of this *Catalog*, the school will refund a pro rata amount.

Indiana State Refund Policy

The Indiana State Refund Policy applies to residents of Indiana when students drop or are administratively dropped from a course or the institution.

If Student Drops or Withdraws	Refund Percentage
On or before the first day of class	100%
After the first day of class but before the end of the first 5% of instructional time	100%
Between the end of the first 5% and 10% of instructional time	100%
Between the end of the first 10% and 25% of instructional time	100%
Between the end of the first 25% and 50% of instructional time	50%
Between the end of the first 50% and 75% of instructional time	25%
After the first 75% of instructional time	0%

Iowa State Refund Policy

The Iowa State Refund Policy applies to residents of Iowa who unofficially or officially withdraw from the institution.

The amount of the refund is determined according to the following calculation:

$90\% \times \text{Tuition multiplied by the fraction of (number of calendar days remaining in the course until the date equivalent to the completion of 60% of the calendar days in the course) divided by (total number of calendar days in the course until the date equivalent to 60% of the calendar days in the course)}$

If, at any time, a student withdraws from the institution due to physical incapacity, the student may be eligible for a tuition credit. Please refer to the *Tuition Credit Request Policy and Procedure* section of this *Catalog*.

Maryland State Refund Policy

In the case that the institution’s refund policy is more beneficial to Maryland students, the institution shall follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy. The refund for a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Last Date of Attendance (LDA)	Percentage Refund for 6-Week Courses
Day 0-7	100%
Day 8-9	80%
Day 10-13	60%
Day 14	50%
Day 15-17	40%
Day 18-25	20%
Day 26+	0%

Last Date of Attendance (LDA)	Percentage Refund for 9-Week Courses
Day 0-7	100%
Day 8-13	80%
Day 14-19	60%
Day 20-25	40%
Day 26-38	20%
Day 39+	0%

New Mexico State Refund Policy

The New Mexico State Refund Policy applies to residents of New Mexico when students drop or are administratively dropped from a course or the institution, and it is more favorable than the institution's standard refund policy. New Mexico residents will receive a full refund of all money paid if the student cancels within three (3) business days after signing an Enrollment Agreement.

If a student drops on or before the start date of a course or any time in the first week, a 100% refund of the total cost of the course will be provided. A New Mexico student who drops or is administratively dropped from a course is entitled to a pro rata refund as follows:

Last Date of Attendance (LDA)	Percentage Refund for 6-Week Courses
Day 0-4	90%
Day 5-8	75%
Day 9-17	60%
Day 18-23	45%
Day 24-29	30%
Day 30-36	15%
Day 37+	0%

Last Date of Attendance (LDA)	Percentage Refund for 9-Week Courses
Day 0-6	90%
Day 7-13	75%
Day 14-25	60%
Day 26-35	45%
Day 36-44	30%
Day 45-54	15%
Day 55+	0%

Tuition/fee refunds will be made within 30 calendar days of the University receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier. Upon request by a student or the New Mexico Higher Education Department, the institution shall provide an accounting for such amounts retained under this standard within five (5) business days.

Wisconsin State Refund Policy

The Wisconsin State Refund Policy applies to residents of Wisconsin when students drop or are administratively dropped from a course or the institution, and it is more favorable than the institution's standard refund policy. Wisconsin residents will receive a full refund of all money paid if the student cancels within a three (3) business-day cancellation period. A Wisconsin student who withdraws or is dismissed after attending at least one (1) class, but before completing 60% of the instruction in the current class, is entitled to a pro rata refund as follows:

After completion of at least	but prior to completion of	the refund will be
	the first day of class	100%
first day of class	10% of the enrollment period	90%
10%	20% of the enrollment period	80%
20%	30% of the enrollment period	70%
30%	40% of the enrollment period	60%
40%	50% of the enrollment period	50%
50%	60% of the enrollment period	40%
60%		no refund

The University will make every effort to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and the items can no longer be used or sold to new students, or returned to the University or supplier. The Technology Fee covers access to University systems such as the online classroom, the Student Portal, and other academic resources. The Technology Fee is fully refundable if a student does not attend beyond week 1 of a course. After this time, the fee becomes non-refundable.

A student will receive the refund within 40 days of the termination date. If a student withdraws after completing 60% of the instruction, and the withdrawal is due to mitigating circumstances beyond the student's control, the University will refund a pro rata amount. Please refer to the *Tuition Credit Request Policy and Procedure* section of this *Catalog*.

A written notice of withdrawal is not required. The University will honor any valid notice of withdrawal within the three (3) business day cancellation period, and within 30 calendar days after dismissal of the student or receipt of notice of withdrawal, shall refund to the student any amounts due and arrange for a termination of the student's obligation to pay any sum in excess

of that permitted under the refund policy. For students receiving funds under Title IV, the school will comply with federal guidelines concerning constructive notice of withdrawal. All or a portion of the refund will be used to pay sponsors furnishing grants, loans, scholarships or other financial aid in conformity with federal and state law. After any disbursement to financial aid sponsors have been made, the student shall receive the balance, if any, of the amount due under the refund policy. The school will make a “good faith” effort to make a refund, if necessary, by sending certified mail to the student’s permanent address.

For information regarding the return of federal funds policies, please see the *Return of Title IV Funds* policy in this section of this *Catalog*. For information regarding the withdraw policies, please see the *Withdrawal from the University* policy in the *General Academic Policies and Information* section in this *Catalog*.

Section Five



Admission Policies and Requirements

This section covers the admission policies and requirements for students who are admitted to a degree program at University of the Rockies.

Application Submission

Admission materials may be completed online on the University of the Rockies website at www.rockies.edu. For additional information, contact the University of the Rockies Admissions Office by writing to 1201 16th St., Suite 200, Denver, CO 80202, by emailing admissions@rockies.edu, or by calling, toll-free (855) 531-4705 for ground programs or (866) 621-0124 for online programs.

For a list of information and forms required, please see the Admission Requirements for the degree program of interest in this section of the Catalog.

Transcript Requests

The Registrar's Office will manage the request of all transcripts for students who have signed a *Transcript Request* form as a part of the application process.

General Admission Requirements

Self-Disclosure Policy

University of the Rockies has determined that some self-disclosure of personal information in classroom and supervision settings may at times be required of students. Students should take this into consideration before applying to University of the Rockies.

English Language Requirement

Applicants must have the ability to study, read, and write in English indicated by one of the following:

- a. Achieved a recognized high school diploma or equivalent in which the primary language of instruction was English;
- b. Received a GED that was taken in English;
- c. Earned a Bachelor's, Master's, or other post-secondary degree from a regionally accredited college/university in the United States in which the primary language of instruction was English; or
- d. Earned a minimum of 30 college level credits from a regionally accredited college/university in the United States in which the primary language of instruction was English.

Students not satisfying one of the listed requirements must provide the results from the Test of English as a Foreign Language (TOEFL) examination taken within the past two (2) years. A minimum score of 550 paper-based or 79 Internet-based is required. An unofficial copy of scores must be submitted prior to provisional admission; official scores must be submitted prior to full admission. The University's TOEFL school code is 4175.

Any student who studied in a United States territory or commonwealth may be required to satisfy the English Language Requirement by providing successful results from the TOEFL.

Technology Requirements and Competencies

It is our intent to assist students and to prepare them for their coursework at University of the Rockies. Therefore, technology competencies and requirements have been established. These requirements are in effect for all University of the Rockies applicants and existing students and may be updated at any time.

ADMISSION POLICIES AND REQUIREMENTS

Students must possess the following online competencies:

- Ability to access course and program material on the Web;
- Ability to correspond with University staff, students, and faculty using email and the Web; and
- Ability to use appropriate antivirus utilities so that files transmitted and received are virus free.

Students must have a computer with the following minimum features and system configurations:

- Platforms: Mac OS X 10.2 or greater or Windows XP or greater;
- Hardware: 256 Mb RAM, CD-ROM, DVD player and 1 Gb free disk space, soundcard and speakers;
- Productivity Software: Microsoft Word, PowerPoint and Excel 2003 or greater; Adobe Reader 8 or greater; Adobe Flash 10 or greater (Course Digital Materials Users) ; Sun's Java 2 SDK (Java 1.5 or Java 1.6); Microsoft JVM (Windows XP SP1 only);
- Web Browser: Firefox 3.0 or greater, Internet Explorer 8.0 or greater, Safari 4.0 or greater, or Chrome;
- Networking: 56k dialup modem, DSL, or cable modem; and
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail.

The following are recommended for optimal performance:

- Productivity Software: Microsoft Word, PowerPoint, and Excel 2007 or greater;
- Networking: Broadband internet connection (DSL, Cable, or other).

Please note students may be required to download standard software readers for electronic document sharing in a course. Certain courses require the use of a microphone to record sound files or access to a scanner for document submission. Instructors may conduct optional tutoring sessions where student use of a webcam would optimize the learning experience.

Additional Technology Requirements for Class Live Pro v9.6

Students must have a computer with the following minimum features and system configurations to use Class Live Pro:

- Platforms: Mac OS X 10.5 or greater or Windows XP or greater;
- Hardware: 256 Mb RAM, CD-ROM, DVD player, and 1 Gb free disk space;
- Productivity Software: Microsoft Word, PowerPoint, Excel, and Adobe Acrobat;
- Web Browser: Firefox 3.5 or higher, Internet Explorer 8.0 or higher, or Safari 4.0 or higher;
- Networking: 56k dialup modem, DSL, or cable modem; and
- Email: Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail.

Criminal Disciplinary Disclaimer

All members of the University of the Rockies community are entitled to work and study in an environment safe from foreseeable harm. Identification of histories of violence reduces the possibility of future criminal acts on or around the University's

communities. Consequently, University of the Rockies requires all ground applicants and online Doctoral applicants wishing to enroll to answer questions regarding criminal and disciplinary histories as a condition of admission. Applicants may also be required to submit to a third party criminal background check prior to admission. University of the Rockies reserves the right to deny admission or readmission to any student at its discretion.

Admission Disclaimer

University of the Rockies reserves the right to deny admission or readmission to any applicant. University of the Rockies recognizes the importance of protecting student privacy and reserves the right to request documentation to establish or verify any student's identity at any time, for administrative or compliance purposes. Students are expected to provide such documentation, and failure to do so may be considered a violation of the Student Community Standards. The University may deny or rescind admission to any student for failure to authenticate his or her identity.

Conditional Admission Requirements

Students seeking admission to Master of Arts, Doctor of Philosophy (PhD) or Doctor of Psychology (PsyD) programs at the Denver Instructional Site may apply for conditional admission if they have not earned the prerequisite degree required for admission, but will have the prerequisite degree conferred prior to their start date. All other admissions criteria must be met in order to be considered for conditional admission. Applicants with a conditional admission status cannot be scheduled for class until they have provided acceptable documentation such as an unofficial or official transcript indicating conferral of the degree required for admission and met all requirements of provisional admission.

For conditional admission, applicants must provide the Admissions Office with the following documentation:

- *Application for Admission*;
- Unofficial transcript of current program credits (official transcripts indicating degree conferral are required to meet full admission requirements);
- Official transcripts from institutions where graduate credit was earned, if applicable; and
- Unofficial or official copies of TOEFL or transcripts to satisfy the English language requirement, if applicable.

In addition to the previously mentioned requirements, conditional admission for the Master of Arts in Counseling with a specialization in Marriage and Family Therapy or Mental Health Counseling and Doctor of Psychology (PsyD), Clinical Specialization also requires the following documentation:

- A three (3) to five (5) page autobiography covering personal and professional goals, academic and professional experience, personal qualities that will contribute to the candidate's success as a graduate student, and why the candidate has chosen to apply to University of the Rockies and the desired program of study;
- Three letters of recommendation on University of the Rockies' *Applicant Recommendation* form. (Letters must be from individuals who are familiar with the candidate's academic ability, work ability, integrity, and potential as a professional psychologist);

- A criminal background check from www.validityacademics.com;
- Miller’s Analogies Test (MAT) or Graduate Record Examination (GRE) results; and
- Completion of the interview process.

Conditionally admitted students must provide documentation of their degree conferment and meet all requirements for provisional admission in order to become a provisionally admitted student. Students will be subject to the policies and procedures of the *Academic Catalog* in effect at the time of provisional admission. University of the Rockies reserves the right to modify these policies and procedures at any time.

Non-Degree Seeking Student Admission Requirements

Students who wish to take a limited number of courses as a non-degree seeking student must hold a Bachelor’s degree from a regionally accredited institution of higher education with a cumulative GPA of at least 2.0 on a 4.0 scale or for Doctoral-level courses, hold a Master’s degree or higher from a regionally accredited institution with a cumulative GPA of at least a 3.0 on a 4.0 scale. Please see additional policies for non-degree seeking students under *Non-Degree Seeking Students* in the *General Academic Policies and Information* section in this *Catalog*.

Admission Materials

An applicant must submit the following information and forms to be considered for admission:

- *Application for Admission*;
- Unofficial or official transcripts from a regionally accredited institution granting either a:
 - a) Bachelor’s degree and any graduate schools attended (for Master’s-level courses); or
 - b) Master’s degree and any schools where post-Master’s degree credit was earned (for Doctoral-level courses);
- Satisfy all prerequisite courses or degree(s) required for admission to the University of the Rockies degree program in which the courses are offered; and
- Unofficial or official copies of TOEFL or transcripts to satisfy the English language requirement, if applicable.

In addition to the previously mentioned requirements, non-degree seeking students who wish to take CSL prefix coursework offered in the Master of Arts in Counseling with a specialization in Marriage and Family Therapy or Mental Health Counseling or Doctor of Psychology (PsyD), Clinical Specialization also require:

- Submission of a criminal background check from www.validityacademics.com; and
- Completion of the interview process.

Graduate Certificate Admission Requirements

Students seeking admission to a Graduate Certificate program must hold a Bachelor’s degree from a regionally accredited institution of higher education with a cumulative GPA of at least 2.0 on a 4.0 scale or hold a Master’s degree or higher from a regionally accredited institution.

Admission Materials

An applicant must submit the following information and forms to be considered for admission:

- *Application for Admission*;
- Unofficial or official transcripts from institution granting the Bachelor’s degree and any graduate schools attended;
- Satisfy all prerequisite courses or degree(s) required for admission to the University of the Rockies degree program in which the courses are offered; and
- Unofficial or official copies of TOEFL or transcripts to satisfy the English language requirement, if applicable.

Master of Arts Admission Requirements

Excluding Master of Arts in Counseling

Students seeking admission to Master of Arts degree programs (excluding Master of Arts in Counseling) must hold a Bachelor’s degree from a regionally accredited institution of higher education or an equivalent international degree with a cumulative GPA of at least 2.0 on a 4.0 scale, or a Master’s degree or higher from a regionally accredited institution. Students entering with a Bachelor’s degree earned with a grade point average of 2.00 to 2.99 will be placed on Academic Watch.

Admission Materials

An applicant must submit the following information and forms to be considered for full admission:

- *Application for Admission*;
- Official transcripts from institution granting the Bachelor’s degree and any graduate schools attended; and
- Official copies of TOEFL or transcripts to satisfy the English language requirement, if applicable.

Provisional Admission Status Requirements

Students are provisionally admitted to Master of Arts degree programs when they submit a completed application indicating that they meet admission requirements outlined previously, including an indication of satisfying the English language requirement. Students who then enroll in courses are considered regular students in their degree program. However, students who do not meet all documentation requirements for full admission are withdrawn from the program at the conclusion of either the first term of enrollment for non-standard term students or the third attempted course for non-term students.

Full Admission Status Requirements

The following provisions must be met prior to the conclusion of the first term of enrollment for non-standard term students or the third completed course for non-term students. To continue, students must meet all admissions requirements applicable to their program and must complete all requirements outlined in the following.

- Submission of an official transcript from the regionally accredited institution that awarded the baccalaureate degree indicating a minimum GPA of 2.0 or a regionally accredited institution awarding a Master’s degree or higher.
- Submission of official transcripts from institutions where graduate credit was earned unless the student chooses to relinquish graduate credits that are unavailable for submission.

Students entering with a cumulative GPA of less than 3.0 through (a) or (b) below but above a 2.0 are admitted on Academic Watch and are required to achieve a cumulative GPA of 3.00 and successfully complete 67% of credits attempted in their first payment period.

- (a) Students with a Bachelor's degree only or who have fewer than 12 credits of graduate-level coursework will have their GPA calculated for only the Bachelor's degree.
- (b) Students who have completed 12 credits or more of graduate-level coursework and do not have a 3.0 undergraduate cumulative GPA may have their GPA calculated on the basis of their graduate coursework.

At the conclusion of Academic Watch, any student who does not meet the previously mentioned requirements will be dismissed from the University.

Master of Arts in Counseling Admission Requirements

Marriage and Family Therapy & Mental Health Counseling Specializations

Students seeking admission to the Master of Arts in Counseling program with a specialization in Marriage and Family Therapy or Mental Health Counseling must hold a Bachelor's degree from a regionally accredited institution of higher education or an equivalent international degree with a cumulative GPA of at least 2.0 on a 4.0 scale, or a Master's degree or higher from a regionally accredited institution. Students entering with a Bachelor's degree earned with a grade point average of 2.00 to 2.99 will be placed on Academic Watch.

It is required that all applicants have completed an appropriate foundation in counseling or psychology, constituted by a Bachelor's or Master's degree in psychology or related field. Undergraduate coursework with grades of "C" or higher or graduate coursework with grades of "B" or higher from an accredited institution of higher learning that encompasses the following areas may also satisfy this requirement:

- Abnormal Psychology
- Statistics
- Personality Theory
- Human Development
- Tests and Measures
- Psychology of Learning

Students may choose to remediate deficiencies by enrolling in coursework as a non-degree seeking student prior to enrolling in their desired program. Students who choose to enroll in their desired program prior to remediating these deficiencies will be required to take PSY 5001 Survey of Psychology I and/or PSY 5002 Survey of Psychology II. Credits earned will be in addition to published program requirements.

Applicants must submit test results of the MAT or GRE, which have been completed within five years of application. Candidates must arrange to have the report sent to the University of the Rockies Admissions Office. In no case will the MAT or the GRE be the sole reason for a candidate not being selected for admission.

Applicants must consent to a criminal background check that informs the University that the candidate has had no felonies or misdemeanors that would preclude insurability, licensure as a

psychotherapist, or working at the Rockies Counseling Center. Colorado may not license mental health providers who have had a felony conviction or who have had a court accept a nolo contendere plea to a felony if the felony is related to the ability to practice psychotherapy.

The Admissions Committee considers the interview results and required application materials (e.g., transcripts, autobiography, letters of recommendation, MAT or GRE test results, etc.) in their totality for each applicant to the Mental Healthcare specializations. While the University has not established a minimum standard for the MAT or GRE, scores are considered in the admissions process and higher scores can result in more favorable consideration of the application. The admission's decision, upon deliberative review of each applicant's file, is final.

Students who have completed graduate-level coursework at another college or university may transfer up to 9 graduate-level semester hours from a regionally accredited institution of higher education on a course-by-course basis. Please review the transfer credit policies for nontransferable courses and program requirements in the *General Academic Policies and Information* section of this *Catalog*.

Students earning a Master of Arts in Counseling degree with a specialization in Marriage and Family Therapy or Mental Health Counseling will have acquired a minimum of 700 hours of supervised counseling experience in Practica and Internship, and are required to obtain 20 hours of personal therapy.

Admission Materials

An applicant must submit the following information and forms to be considered for full admission:

- *Application for Admission*;
- Official transcripts from all colleges, universities, or graduate schools attended;
- A three to five page autobiography. The autobiography should address personal and professional goals; academic and professional experience; personal qualities that will contribute to the candidate's success as a graduate student; and why the candidate has chosen to apply to University of the Rockies and the desired program of study;
- Three letters of recommendation on the *Applicant Recommendation* form. (Letters must be from individuals who are familiar with the candidate's academic ability, work ability, integrity, and potential as a professional psychologist);
- Miller Analogies Test (MAT) or Graduate Record Examination (GRE) that have been completed within five years of the application;
- A criminal background check from www.validityacademics.com;
- Official copies of TOEFL or transcripts to satisfy the English language requirement, if applicable; and
- Completion of the interview process.

Provisional Admission Status Requirements

Students are provisionally admitted to a Master of Arts in Counseling program when they submit a completed application indicating they meet admission requirements outlined previously and provide the following: unofficial transcripts from all degree-conferring institutions, autobiography, three

recommendation letters, MAT or GRE results, consent to a criminal background check, an indication of satisfying the English language requirement, and completion of the interview process. In order to waive introductory course requirements on the basis of coursework taken at an institution that did not confer a degree, an unofficial transcript showing the coursework completed must be submitted along with the completed application.

Students who then enroll in courses are considered regular students in their degree program. However, students who do not meet all documentation requirements for full admission are withdrawn from the program at the end of the first term.

Full Admission Status Requirements

The following provisions must be met prior to the conclusion of the first term at University of the Rockies. To begin the second term, students must meet all admissions requirements applicable to their program and must complete all requirements outlined in the following.

- Submission of official transcripts from all post-secondary institutions attended.
- Submission of official TOEFL results, if applicable.

Students entering with a cumulative GPA of less than 3.0 through (a) or (b) below but above a 2.0 are admitted on Academic Watch and are required to achieve a cumulative GPA of 3.00 and successfully complete 67% of credits attempted in their first term.

- (a) Students with a Bachelor's degree only or have fewer than 12 credits of graduate-level coursework will have their GPA calculated for only the Bachelor's degree.
- (b) Students who have completed 12 credits or more of graduate-level coursework and do not have a 3.0 undergraduate cumulative GPA may have their GPA calculated on the basis of their graduate coursework.

At the conclusion of Academic Watch, any student who does not meet the previously mentioned requirements will be dismissed from the University.

Appeal of Dismissal Following Academic Watch

A student who has been dismissed for not meeting satisfactory academic progress requirements following Academic Watch may appeal for readmission. Appeals must be submitted to Academic.Progress@rockies.edu and will be evaluated by an Appeal Committee made up of the University Registrar or his or her designee and the appropriate school Dean or his or her designee who has oversight in the student's program of study. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following

payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission. However, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied readmission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the previously mentioned criteria and the student must present reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Please refer to the *Satisfactory Academic Progress (SAP)* requirements in the *Academic Policies: Non-Standard Term Format* or *Academic Policies: Non-Term Format* sections to review all related satisfactory academic progress guidelines.

Doctor of Philosophy (PhD) Admission Requirements

Students seeking admission to the Doctor of Philosophy (PhD) program must hold a Master's degree from a regionally accredited institution with a graduate level cumulative GPA of 3.0 or higher, or an earned Doctoral degree from a regionally accredited institution.

Doctor of Philosophy (PhD) in Education

Students entering the program who do not hold a Bachelor's or Master's degree in education, early childhood education, educational leadership, teaching, or a related field, are required to successfully complete EDU 5005 Survey of Education (3 credits) as part of the program. This course is designed to prepare students for the remainder of the program. Students may appeal to the Registrar's Office to be waived from the introductory course requirement if they have previous coursework or experience in education, early childhood education, educational leadership, teaching, or a related field that satisfies the foundational academic material from the field of education. The appeal will be evaluated by the University Registrar or designee and the School Dean. Those students not required to take the introductory course at University of the Rockies are responsible for familiarity with foundational academic material from the field of education.

Doctor of Philosophy (PhD) in Human Services

Students entering the program who do not hold a Bachelor's or Master's degree in human services, human performance technology, human resource development, organizational leadership, or a related field, are required to successfully complete HUM 5005 Foundations of Human Services Policy and Practice (3 credits) as part of the program. This course is designed to prepare students for the remainder of the program. Students may appeal to the Registrar's Office to be waived from the introductory course requirement if they have previous coursework or experience in human services, human performance technology, human resource development, organizational leadership, or a related field that satisfies the foundational academic material from the field of human services. The appeal will be evaluated by the University Registrar or designee and the School Dean. Those students not required to take the introductory course at University of the Rockies are responsible for familiarity with foundational academic material from the field of human services.

Doctor of Philosophy (PhD) in Organizational Development and Leadership

Students entering the program who do not hold a Bachelor's or Master's degree in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field, are required to successfully complete ORG 5010 Survey of Organizational Development & Leadership I (3 credits) and ORG 5011 Survey of Organizational Development & Leadership II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program. Students may appeal to the Registrar's Office to be waived from the introductory course requirements if they have previous coursework or experience in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field that satisfies the foundational academic material from the field of organizational development and leadership. The appeal will be evaluated by the University Registrar or designee and the School Dean. Those students not required to take the introductory courses at University of the Rockies are responsible for familiarity with foundational academic material from the field of organizational development and leadership.

Admission Materials

An applicant must submit the following information and forms to be considered for full admission:

- *Application for Admission*;
- Official transcripts from institution granting the Master's degree and any schools where post-Master's degree credit was earned; and
- Official copies of TOEFL or transcripts to satisfy the English language requirement, if applicable.

Provisional Admission Status Requirements

Students are provisionally admitted to a PhD program when they submit a completed application indicating that they meet admission requirements outlined previously, unofficial transcripts from any schools where a graduate degree was conferred, and an indication of satisfying the English language requirement. In order to waive introductory course requirements on the basis of a Bachelor's degree, an unofficial transcript showing the Bachelor's degree awarded must be submitted along with the completed application. Coursework or experience will be evaluated per the degree-specific *Doctor of Philosophy (PhD) Admission Requirements* listed previously in this section.

Students who then enroll in courses are considered regular students in their degree program. However, students who do not meet all documentation requirements for full admission are withdrawn from the program at the conclusion of the third attempted course.

Full Admission Status Requirements

The following provisions must be met prior to the conclusion of the third attempted University of the Rockies course. To begin the fourth course, students must meet all admissions requirements applicable to their program and must complete all requirements outlined in the following.

- Submission of an official transcript from the regionally accredited institution that awarded the Master's degree indicating a minimum GPA of 3.0 or an official transcript from

a regionally accredited institution that awarded a Doctoral degree; and

- Official transcripts from institutions where graduate credit was earned or a signed *Authorization to Close* form indicating relinquishment of potential transfer credits for any official transcripts the student is unable to provide.

Doctor of Psychology (PsyD) Admission Requirements

Excluding PsyD, Clinical Specialization

Students seeking admission to the PsyD program (excluding Clinical specialization) must hold a Master's degree from a regionally accredited institution with a graduate level cumulative GPA of 3.0 or higher, or an earned Doctoral degree from a regionally accredited institution.

Students entering the program who do not hold a Bachelor's degree or a Master's degree in psychology or a related field are required to successfully complete ORG/PSY 5001 Survey of Psychology I (3 credits) and ORG/PSY 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program. Students may appeal to the Registrar's Office to be waived from the introductory course requirements if they have previous coursework or experience in psychology or a related field that satisfies the foundational academic material from the field of psychology. The appeal will be evaluated by the University Registrar or designee and the School Dean. Those students not required to take the introductory courses at University of the Rockies are responsible for familiarity with foundational academic material from the field of psychology.

Admission Materials

An applicant must submit the following information and forms to be considered for full admission:

- *Application for Admission*;
- Official transcripts from institution granting the Master's degree and any schools where post-Master's degree credit was earned; and
- Official copies of TOEFL or transcripts to satisfy the English language requirement, if applicable.

Provisional Admission Status Requirements

Students are provisionally admitted to a PsyD program when they submit a completed application indicating that they meet admission requirements outlined previously, unofficial transcripts from any schools where a graduate degree was conferred, and an indication of satisfying the English language requirement. In order to waive introductory course requirements on the basis of a Bachelor's degree, an unofficial transcript showing the Bachelor's degree awarded must be submitted along with the completed application. Coursework or experience will be evaluated per the *Doctor of Psychology (PsyD) Admission Requirements* listed previously in this section.

Students who then enroll in courses are considered regular students in their degree program. However, students who do not meet all documentation requirements for full admission are withdrawn from the program at the conclusion of either the first term of enrollment for non-standard term students or the third attempted course for non-term students.

Full Admission Status Requirements

The following provisions must be met prior to the conclusion of the third attempted University of the Rockies course. To begin the fourth course, students must meet all admissions requirements applicable to their program and must complete all requirements outlined in the following.

- Submission of an official transcript from the regionally accredited institution that awarded the Master's degree indicating a minimum GPA of 3.0; and
- Official transcripts from institutions where graduate credit was earned or a signed *Authorization to Close* form indicating relinquishment of potential transfer credits for any official transcripts the student is unable to provide.

Doctor of Psychology (PsyD), Clinical Specialization Admission Requirements

Students seeking admission to the PsyD, Clinical Specialization must hold a Bachelor's degree from a regionally accredited institution of higher education or an equivalent international degree with a cumulative GPA of at least 2.0 on a 4.0 scale. Students entering with a grade point average of 2.00 to 2.99 will be placed on Academic Watch.

It is required that all applicants have completed an appropriate foundation in counseling or psychology, constituted by a Bachelor's or Master's degree in psychology or a related field. Undergraduate coursework with grades of "C" or higher or graduate coursework with grades of "B" or higher from an accredited institution of higher learning that encompasses the following areas may also satisfy this requirement:

- Abnormal Psychology
- Statistics
- Personality Theory
- Human Development
- Tests and Measures
- Psychology of Learning

Students may choose to remediate deficiencies by enrolling in coursework as a non-degree seeking student prior to enrolling in their desired program. Students who choose to enroll in their desired program prior to remediating these deficiencies will be required to take PSY 5001 Survey of Psychology I and/or PSY 5002 Survey of Psychology II. Credits earned will be in addition to published program requirements.

Applicants must submit test results of the MAT or GRE, which have been completed within five years of application. Candidates must arrange to have the report sent to the University of the Rockies Admissions Office. In no case will the MAT or the GRE be the sole reason for a candidate not being selected for admission.

Applicants must consent to a criminal background check that informs the University that the candidate has had no felonies or misdemeanors that would preclude insurability, licensure as a psychotherapist, or working at the Rockies Counseling Center. Colorado may not license mental health providers who have had a felony conviction or who have had a court accept a nolo contendere plea to a felony if the felony is related to the ability to practice psychotherapy.

The Admissions Committee considers the interview results and required application materials (e.g., transcripts, autobiography, letters of recommendation, MAT or GRE test results, etc.) in their totality for each applicant to the Mental Healthcare specializations. While the University has not established a minimum standard for the MAT or GRE, scores are considered in the admissions process and higher scores can result in more favorable consideration of the application. The decision of the Admissions Committee, upon deliberative review of each applicant's file, is final.

Students who have completed graduate-level coursework at another college or university may transfer up to 36 graduate-level semester hours from a regionally accredited institution of higher education on a course-by-course basis. Please review the transfer credit policies for nontransferable courses and program requirements in the *General Academic Policies and Information* section of this Catalog.

Students earning the PsyD, Clinical Specialization degree, will have acquired a minimum of 3,000 hours of supervised clinical psychotherapy experience in Clinical Practica and Pre-Doctoral Internship, and are required to obtain 30 hours of personal therapy.

Students who enroll in a University of the Rockies Master of Arts program and desire to enter the University of the Rockies PsyD program must submit updated admission materials as required for the PsyD, Clinical Specialization to the Registrar's Office after successful completion of at least the first year of the Master of Arts program and must complete an interview with an Interview Panel appointed by the Admissions Committee. The Admissions Committee may choose to waive the interview for a student on an individual basis. The Admissions Committee will review the student's records and the Interview Panel's recommendations and make a final decision regarding admission to the PsyD program.

Admission Materials

An applicant must submit the following information and forms to be considered for full admission:

- *Application for Admission*;
- Official transcripts from all colleges, universities, or graduate schools attended;
- A three to five page autobiography. The autobiography should cover personal and professional goals; academic and professional experience; personal qualities that will contribute to the candidate's success as a graduate student; and why the candidate has chosen to apply to University of the Rockies and the desired program of study;
- Three letters of recommendation on the *Applicant Recommendation* form. (Letters must be from individuals who are familiar with the candidate's academic ability, work ability, integrity, and potential as a professional psychologist);
- Miller Analogies Test (MAT) or Graduate Record Examination (GRE) that have been completed within five years of the application;
- A criminal background check from www.validityacademics.com;
- Official copies of TOEFL or transcripts to satisfy the English language requirement, if applicable; and
- Completion of the interview process.

Provisional Admission Status Requirements

Students are provisionally admitted to a PsyD, Clinical Specialization program when they submit a completed application indicating that they meet admission requirements outlined previously and provide the following: unofficial transcripts from all degree-conferring institutions, autobiography, three recommendation letters, MAT or GRE results, consent to a criminal background check, an indication of satisfying the English language requirement, and completion of the interview process. All materials are considered in the admissions process. In order to waive introductory course requirements on the basis of coursework taken at an institution that did not confer a degree, an unofficial transcript showing the coursework completed must be submitted along with the completed application.

Students who then enroll in courses are considered regular students in their degree program. However, students who do not meet all documentation requirements for full admission are withdrawn from the program at the end of the first term.

Full Admission Status Requirements

The following provisions must be met prior to the conclusion of the first term at University of the Rockies. To begin the second term, students must meet all admissions requirements applicable to their program and must complete all requirements outlined in the following.

- Submission of official transcripts from all post-secondary institutions attended.
- Submission of official TOEFL results, if applicable.

Students entering with a cumulative GPA of less than 3.0 through (a) or (b) below but above a 2.0 are admitted on Academic Watch and are required to achieve a cumulative GPA of 3.00 and successfully complete 67% of credits attempted in their first term.

- (a) Students with a Bachelor's degree only or have fewer than 12 credits of graduate-level coursework will have their GPA calculated for only the Bachelor's degree.
- (b) Students who have completed 12 credits or more of graduate-level coursework and do not have a 3.0 undergraduate cumulative GPA may have their GPA calculated on the basis of their graduate coursework at the discretion of the Admissions Committee.

At the conclusion of Academic Watch, any student who does not meet the previously mentioned requirements will be dismissed from the University.

Appeal of Dismissal Following Academic Watch

A student who has been dismissed for not meeting satisfactory academic progress requirements following Academic Watch may appeal for readmission. Appeals must be submitted to Academic.Progress@rockies.edu and will be evaluated by an Appeal Committee made up of the University Registrar or his or her designee and the appropriate school Dean or his or her designee who has oversight in the student's program of study. The decision of the Committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family

member, or other reasons resulting in undue hardship to the student;

- reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission. However, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied readmission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the previously mentioned criteria and the student must present reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Please refer to the *Satisfactory Academic Progress (SAP)* requirements in the *Academic Policies: Non-Standard Term Format* section to review all related satisfactory academic progress guidelines.

Additional Admission Requirements for Applicants with International Credentials

The following requirements are applicable to applicants relying on academic credentials earned outside the United States for admission to the programs offered on campus in Colorado Springs.

Provisional Admission Status Requirements

In addition to the requirements for provisional admission outlined in the admission policy for graduate programs, copies of documentation indicating that the student meets the following admission requirements are required for provisional admission:

1. Submit copies of an official evaluation from an approved evaluation service indicating that the student has met the following requirements:
 - a. The equivalent of a regionally accredited Master's degree from the United States for Doctoral program applicants.
 - b. The equivalent of a regionally accredited Bachelor's degree from the United States for Master's program and PsyD, Clinical Specialization program applicants.
 - c. For applicants to a Master's program, the requirement for official evaluation of the Bachelor's degree may be waived when a Master's degree has been earned at an appropriately accredited university in the United States.
2. All academic records from countries other than the United States must have been evaluated by one of the following evaluation services:
 - a. Educational Credentials Evaluators, Inc. (ECE); or
 - b. World Education Services (WES).

Note: Students who have already had their international credentials evaluated prior to making application to the

University may petition the University Registrar or designee for acceptance of evaluations from other credible agencies. All evaluations should include a thorough course-by-course evaluation, accreditation equivalency, cumulative GPA, and list the language of instruction.

If the credential is earned outside the United States, but holds a regional accreditation by an accepted regional accrediting body inside the United States it may be evaluated without a foreign credential evaluation if the official transcript is in English.

A copy of the unofficial transcript is required for provisional admission and an official transcript is required for full admission. The student must provide a copy of the unofficial transcript with the application and request the official transcript for full admission.

Additional Admission Requirements for Non-Immigrant Applicants

University of the Rockies is authorized under federal law to enroll non-immigrant alien students in approved programs offered in Colorado Springs, Colorado. Applicants seeking to enroll in valid student non-immigrant status must meet all admissions requirements stipulated for all students and must additionally submit each of the following items:

- A completed and signed *Statement of Financial Support*;
- Official financial statements. Financial statements (typically provided by a bank) must verify sufficient funds to cover the cost of the educational program as well as all living expenses;
- A photocopy of the student's passport to provide proof of birth date and citizenship. Students outside the United States who have not yet acquired a passport will need to submit a copy of their birth certificates;
- For all non-immigrant applicants residing in the United States at the time of application: a photocopy of the visa page contained within the student's passport as well as a photocopy of the student's I/94 arrival departure record (both sides);
- For all non-immigrant applicants residing in the United States at the time of application in either F, M, or J non-immigrant classification: written confirmation of non-immigrant status at previous school attended before transferring to the University.

If an applicant seeking to enroll in valid student non-immigrant status is transferring from a college or university in the United States, the *International Student Transfer Clearance* form is also required. If the applicant is accepted, he or she will be sent additional information regarding the student visa application process.

Section Six



General Academic Policies and Information

In this section you will find basic academic information and policies affecting all students, including institutional outcomes, assessment, grading, and graduation. Additionally, questions about course, program, and transfer credit policies can be found in this section. Military-specific policies are also outlined here.

Institutional Outcomes

Although University of the Rockies uses traditional grades to report a student's academic standing, students are evaluated and graded on more than a percentage of coursework completed or attendance in class. University of the Rockies has established a set of six Institutional Outcomes that serve as a standard for assessing academic, interpersonal, and professional preparedness as well as a guide for continued growth.

ETHICS – Acts in an ethical, legal, and professional manner according to the current codes of ethics in the respective disciplines

CRITICAL THINKING SKILLS – Demonstrates the ability to use critical thinking skills

COMMUNICATION – Communicates effectively in written form and oral presentation

EMOTIONAL INTELLIGENCE – Exhibits emotional intelligence

LIFELONG LEARNING – Engages in the practice of life-long learning

DIVERSITY – Supports diversity and multi-cultural issues and recognizes their impact

Assessment at University of the Rockies

“Assessment is the systematic collection of information about student learning using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning” (Walvoord, 2010, p.2).

Assessment serves as a window into student learning. Through this window we can measure the success of our students during their academic careers. Assessment is not a single activity; instead it is a process of continuous improvement to select and analyze meaningful data throughout the institution that supports our commitment to high-quality learning and academic excellence. We consider assessment of student achievement, learning, and satisfaction fundamental for University of the Rockies to accomplish its mission. The assessment process is grounded in a culture of inquiry to support and enhance the student experience. Each year we pose new questions related to student learning as we work to meet our mission of providing “high quality, accessible, learning opportunities globally for diverse groups of individuals.”

Assessment at University of the Rockies is an ongoing reflective process informed by ideas, experiences, and tangible data. Our goal is to gather meaningful assessment data utilizing manageable and sustainable methods and processes. We align our assessment activities in a way that supports the continuous improvement of university programs and practices, and a positive student experience.

Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. (2nd ed.). San Francisco: Jossey-Bass.

Plans to Improve an Academic Program

University of the Rockies continuously looks for ways to improve our academic programs. In the event we plan to make a significant improvement to a program, as deemed so by the University, we will post that information on our Student Consumer Information page, www.rockies.edu/about/consumer-information. Once an effective date for a significant improvement to an academic program is determined, information about the change will be posted on the website. Please note that significant improvements to academic programs generally only impact new students enrolling with a start date after the effective date. In the event that a significant improvement impacts current students in the program, students will be notified directly.

Program/Course Delivery Formats

Non-Standard Term Format

The Master of Arts in Counseling program, the Doctor of Psychology, Clinical Specialization program and all programs offered in Colorado Springs operate in a “non-standard term” format. In the non-standard term format, students typically take 2 classes at a time. Each term is nine weeks in length.

Non-Term Format

All Online and many Denver Instructional Site programs operate in a “non-term” format. In the non-term format, courses run continuously, rather than in semesters, and students typically take one course at a time and move on to the next course without a break. Courses are 6 weeks or 9 weeks in length.

Please refer to *Course Delivery* in the *Academic Policies: Non-Standard Term Format* or *Academic Policies: Non-Term Format* sections of this *Catalog* for additional information related to program and course delivery.

Credits

Academic credit at University of the Rockies is granted using the semester credit hour system.

University of the Rockies defines “credit hour” as the approximate amount of work represented in intended learning outcomes and verified by evidence of student achievement. According to the traditional definitions of credit hour (the Carnegie Unit), a credit hour is reasonably equivalent to 45 hours of learning time. Student achievement of course learning outcomes is what ultimately validates the credit hours assigned to a course. The number of credit hours assigned to a course is commensurate with the total effort required of a student in order to achieve the course learning outcomes, not solely the number of clock hours a learner devotes over the duration of a course.

Students who are matriculated into a degree-seeking program are not eligible to apply their credits to a graduate certificate program. All credits applied to a Master’s degree program may not be applied to a graduate certificate program.

All required enrollments associated with the Pre-Doctoral Internship (School of Professional Psychology) total five credit hours. Students are advised that all Pre-Doctoral Internships must be completed in not less than 12 months and not more than 24 months.

No credits are awarded for required activities associated with Annual Assessments of Student Progress, Portfolio requirements, Advancement to Practicum, Oral Examination, or the Comprehensive Examination.

Credits required for Practica are based on the number of clock hours in the Practicum.

Grade Point Average

The grade point average is determined by dividing the total number of quality points earned by the total number of credits attempted for which quality points are given. The grades of “Incomplete” and “Passing” do not alter the grade point average. If a student repeats a course, only the most recent grade earned affects the grade point average; the grade point value of the first grade is no longer included in calculating the cumulative average. “W,” “WU,” and “I” grades are counted as credits attempted but not earned when calculating completion-rate requirements for satisfactory academic progress. No grades are awarded for transferred credits and transfer credit hours are not reflected in the University of the Rockies grade point average.

Grading System and Grade Points

Grade point averages are calculated on a 4.00 scale and include only coursework attempted at University of the Rockies.

Grades/Quality Points

A	= 4.0 quality points	C+	= 2.3 quality points
A-	= 3.7 quality points	C	= 2.0 quality points
B+	= 3.3 quality points	U	= 0.0 quality points
B	= 3.0 quality points	WU	= 0.0 quality points
B-	= 2.7 quality points	Note: a student may only receive a combination of two C, C+, NP, U, and WU grades at the doctoral level.	

Other Grading Designations

U	= (Unsatisfactory) A grade of U indicates that the student has not demonstrated a satisfactory level of competence in the subject area being evaluated. Credit is not given for coursework in which this grade is earned. The class may be repeated; however, the grade earned in the first attempt remains on the transcript permanently and a repeat symbol is added to indicate that the course has been repeated. The final grade for a second attempt is indicated in the term it is completed.
WU	= (Withdrawn - Unsatisfactory) A grade of WU is issued when a student drops or is administratively dropped from a course after 67% of the total instructional time has elapsed, based on the last date of attendance. Credits are marked as attempted and grade points are equivalent to a "U" grade. Practicum, Thesis, and Dissertation courses are excluded.
R or **	= (Repeat) Appears after the grade earned on a first attempt and indicates that the course has been repeated. Grades indicated with an "R" or followed by a ** are not used in calculating the cumulative GPA, but do count as attempted credits.
T	= (Transfer Credit) Credits are attempted and earned.
PR	= (Progressing) Indicates student eligibility to continue to the next term of a multiple term experience such as dissertation courses and internship. Credits are attempted and earned. However, PR grades will be changed to Pass only when the student completes all academic requirements for successful completion of dissertation courses or internship. Students who have not completed all requirements of the experience after enrollment in the minimum number of terms required or who have not remained continuously enrolled since the beginning of the course experience may need to enroll in additional credits. Credits are attempted and earned.
P	= (Pass) A grade of P, or Pass, is given for satisfactory completion of practica, final defense of dissertation, comprehensive exams, and internship. Credits are attempted and earned.
NP	= No Pass (No Pass-Unsatisfactory) A grade of NP is given for failure to complete practica, dissertation, comprehensive exams, and internship in a satisfactory manner. Credit is attempted but not earned.
I	= (Incomplete) See policy regarding grades of Incomplete. Credits are attempted but not earned.
W	= (Withdrawn) A grade of W is given when a student drops or is administratively dropped from a course after the add/drop period. Credit is attempted but not earned.
AU	= Audit. Credit is not attempted and is not earned.
TA	= Teaching Assistant (non-credit bearing).

Repeating Courses

When a course is repeated, the grade point average will be calculated based on the grade given in the most recent course. Both courses remain on the transcript. The first attempt is attempted but not earned, and will count negatively toward successful completion rates once repeated. Students are required to repeat any course required for their degree program that they do not satisfactorily complete. Grades of NP, U, W, and WU are not satisfactory in any program. An overall minimum cumulative GPA of 3.00 or higher is a graduation requirement for all programs.

Exceptions to the limit on repeating courses must be reviewed and approved by the appropriate School Dean when a student presents compelling extenuating circumstances and is otherwise eligible to continue based on satisfactory academic progress requirements. Appeals should be sent to the Registrar's Office to be reviewed with the appropriate School Dean. The final written decision will be communicated by the Registrar's Office. Students wishing to repeat any coursework previously passed should refer to the *Tuition, Fees, and Financial Aid* section of the *Catalog*.

Master's Level Programs:

A student may repeat any course with grades of NP, U, and WU once. A maximum of two different courses with grades of NP, U, and WU may be repeated. There is no restriction on the number of courses with a grade of C or C+ that may be repeated at the Master's level so long as other requirements of satisfactory academic progress are met.

Any courses repeated as part of a Graduate Certificate will be counted as repeated courses in a degree program if a student chooses to apply the Graduate Certificate coursework into a University of the Rockies degree program.

Master's level students who exceed the number of allowable NP, U, and WU grades will be academically dismissed from their program of study.

Doctorate Level Programs:

A student may repeat any course with grades of C, C+, NP, U, and WU once. A maximum of two different courses with grades of C, C+, NP, U, and WU may be repeated. Grades of C and C+ will count towards meeting degree requirements; however, a student may only receive a combination of two C, C+, NP, U, and WU grades at the Doctorate level.

Doctorate level students who exceed the number of allowable C, C+, NP, U, and WU grades will be academically dismissed from their program of study.

Doctor of Psychology, Clinical Specialization Program:

A student may repeat any course with grades of C, C+, NP, U, and WU once. A maximum of two different courses with grades of C, C+, NP, U, and WU may be repeated. Grades of C and C+ will count towards meeting degree requirements; however, a student may only receive a combination of two C, C+, NP, U, and WU grades in their program.

Doctorate level students who exceed the number of allowable C, C+, NP, U, and WU grades will be academically dismissed from their program of study.

Repeating Comprehensive Exams

Each student is allowed a maximum of three attempts to pass a Comprehensive Exam. The final attempt will be recorded on the transcript and must be completed within one year of the student's last date of attendance. Students who do not successfully complete the comprehensive exam with the allotted number of attempts within one year of the student's last day of attendance will be withdrawn from the University and must apply for readmission. Students who are readmitted may be subject to new academic requirements and must complete the third attempt within one year of completing the new requirements or be withdrawn from the University and required to apply for readmission. Online students who wish to reschedule or withdraw from a Comprehensive Exam must contact their Student Advisor prior to 11:59 pm Mountain Time the day before the exam offering. Denver Instructional Site students who wish to reschedule or withdraw from a Comprehensive Exam must contact the Registrar's Office prior to 11:59 pm Mountain Time the day before the exam offering. Colorado Springs campus students who wish to reschedule or withdraw from a Comprehensive Exam must contact the Registrar's Office 48 hours before the exam offering. Accessing or viewing the exam via the Student Portal constitutes an attempt and will be graded regardless of whether the exam is completed or submitted. A student who does not successfully complete the first or second attempt of the Comprehensive Exam due to extreme extenuating circumstances may appeal to the Dean of the School through his or her Student Advisor (online)/ Registrar Advising Specialist (Colorado Springs campus or Denver Instructional Site) to have their circumstance reviewed. Students wishing to appeal a Comprehensive Exam grade should follow the *Grade Appeal* process. Students who do not successfully complete the Comprehensive Exam after three attempts will be academically dismissed from their program of study without a degree being conferred by the University.

Incomplete Grades Policy

Incomplete ("I") grades are issued at the discretion of the instructor and based upon compelling circumstances. The "I" grade appears on the grade reports and/or official transcripts. To issue a grade of "I" for a course, the following conditions must be met:

- The student's coursework to date in the course must be of passing quality. Incompletes will not be granted to students hoping to improve their grades.
- The student must send a formal request for the incomplete to the instructor. Incompletes requested in the last week of class will be denied, unless a compelling reason is addressed.
- The instructor must approve the plan presented by the student for satisfying the requirements of the course and meet attendance requirements for the course. Students in online format or Denver Instructional Site courses must meet weekly attendance requirements through the end of the course.
- The student has up to one term (non-standard term) or 30 days (non-term), based on instructor discretion, from the last day of the course to finish his or her coursework, unless an extension is otherwise approved by the Dean of the appropriate School. If the student does not complete the work, his or her grade automatically defaults to the grade earned as of the conclusion of the course.

- Regardless of a request for an incomplete grade, students are responsible for adhering to all program attendance policies. Incomplete grades will not be issued to students who have not met attendance requirements for the entire course.
- Students experiencing extreme temporary hardship during the last 33% of a course should request an incomplete grade through their instructor prior to the course end date. However, there may be extreme circumstances that prohibit a student from making this request prior to the conclusion of a course. To appeal for an “I” grade after the end date of a course, the student must fax or email the written grade appeal with official documentation of the hardship experienced. An incomplete grade or a grade of “W” may be approved and applied through the appeal process for the following documented reasons that directly impacted the student’s ability to complete the course requirements or program during the last 33% of the course:
 - Documented military duty that resulted in an inability to continue in the course or program[^];
 - Documented personal or immediate family medical emergency*;
 - Documented act of nature;
 - Documented death in the immediate family*;
 - Documented temporary severe economic hardship.
- Students who are administratively dropped from a course for not meeting attendance requirements are not eligible to receive an “I” grade. Students who are not able to complete at least 67% of the course prior to requesting an incomplete grade are also ineligible.
- Due to required hours necessary for a particular term of a registered practicum and the multiple term experience for internship and dissertation courses, incomplete grades may not be issued for practicum, internship, or dissertation courses, with the exception of the final practicum or internship course in the series.

*Immediate family is defined as including husband, wife, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, and (step/adoptive) child. Additional considerations can be made on a case by case basis as determined by the University. Please contact grade.change@rockies.edu for specific consideration.

[^] For information regarding *Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008*, please reference *this* section in the *Catalog*.

Note: Please refer to the *Student Rights and Responsibilities* section in this *Catalog* for complete details on the University of the Rockies *Grade Appeals* policy.

Non-Degree Seeking Students

Students who wish to take a limited number of courses and do not wish to be enrolled in a degree program at University of the Rockies may enroll as non-degree seeking students (non-degree students or non-matriculated students) by completing an application for admission. Non-degree seeking students pay the standard tuition rate, are ineligible for financial aid, and are not reported as “in-school” for loan deferment purposes. Credit is granted when courses are successfully completed and all earned grades are recorded.

Applicants seeking to enroll in one or more courses as a non-degree seeking student are generally expected to meet the admissions requirements for the degree program through which the course(s) are offered including any prerequisite coursework required for an individual course. Admission requirements for enrolling in coursework as a non-degree seeking student are outlined specifically in the *Admission Policies and Requirements* sections of this *Catalog*.

Registering as a non-degree seeking student in no way guarantees or implies admission to a University of the Rockies degree program. Non-degree seeking students planning to formally apply for admission to a degree program should have their intended course selections reviewed by their Student Advisor or Registrar Advising Specialist to determine relevance and potential applicability to the program. Final determination of applicability will be reviewed and approved by the Registrar’s Office. Students who wish to apply non-degree seeking coursework to a University of the Rockies degree program may apply up to 15 credits to a Master’s program and up to 12 credits to a Doctoral program.

Individuals who have previously matriculated at University of the Rockies but are not in attendance currently, those who previously have been denied regular admission, or those who have been dismissed or disqualified from University of the Rockies must petition the Provost and receive permission to register as a non-degree seeking student. Graduates of the University of the Rockies are generally permitted to register for continued coursework as non-degree seeking students.

The number of non-degree seeking students in any course may be limited. University of the Rockies reserves the right to limit courses for which a non-degree seeking student may register, as well as to assess the suitability of a non-degree seeking student for any course.

Schedule and Course Cancellation

University of the Rockies reserves the right to make adjustments to student schedules, including, but not limited to course dates, sequence, and modality as deemed necessary by University administration. Registration in a particular course section or with a specific instructor is not guaranteed.

University of the Rockies may cancel or postpone courses or programs as deemed necessary by the University. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program, if available. Any payments made for canceled courses will be refunded or applied to another University course or program. The University will make a reasonable attempt to notify affected students through various communication methods.

Any adjustments made to a student’s schedule, whether due to failing, repeating, dropping or administratively dropping a class, or taking unscheduled breaks may have academic and/or financial implications, including prior loan(s) entering the Grace/Repayment period with an effective date of the student’s last date of attendance. Students are strongly encouraged to consult with their Student Advisor (online) or the Registrar’s Office (Colorado Springs campus and Denver Instructional Site) to be advised on the implications of any potential schedule change. The Student Advisor or the Registrar’s Office may recommend that the student request a break in attendance due to class availability.

Auditing a Course

With written permission of the Dean of the School and the course instructor, University of the Rockies students and graduates may audit an on-ground course offering for half of the current tuition if they have previously taken the course at University of the Rockies or another approved accredited institution of higher education. An audit of a course is for the purpose of reviewing theoretical material. An audit is not to be used in lieu of taking a course for credit. Although students who audit a course are not expected to take exams or write papers, they are expected to meet all of the attendance requirements and come to class prepared to participate in class discussions in order to receive audit credit. The instructor of record determines whether or not the term “audit” will be added to the student’s transcript. No letter grade will be given for a course audit. University of the Rockies does not allow online course auditing due to the accelerated nature of course offerings and the unique nature of the online classroom environment.

Articulation Agreements

University of the Rockies enters into articulation agreements with other schools in the spirit of cooperation and to mutually recognize each other as quality institutions of higher learning. The purpose of an articulation agreement is to enable students transferring to University of the Rockies to carry with them the credit they have already earned for as much relevant study as possible. Students who transfer under the terms and conditions of a valid articulation agreement are subject to the requirements outlined by the articulation agreement and the *University of the Rockies Academic Catalog* at the time the student is enrolled into his or her University of the Rockies program. Contact the Admissions department for a list of schools with which University of the Rockies has established articulation agreements.

Requests for Program Change

Students who are requesting a program change must submit any additional admission materials required for the new program of study. Students must meet admission requirements and complete all degree requirements in the current *Catalog* at the time of admission to the new program. Admission is not guaranteed. The University will determine the conditions under which the student may enroll and will convey those conditions to the student.

Changes in programs or specializations may result in the reduction of applicable transfer credit and total earned credits towards the completion of the degree. A reduction in total earned credits may also result in a decrease in the amount of financial aid for which the student may be eligible. Adding an additional specialization to a degree may also result in an increase in total program cost. Students changing or adding a specialization in a Master’s degree program must do so prior to starting the final course in their program. Students adding or removing a specialization may be required to complete a different set of core courses. To change or add a specialization, a student must complete an *Area of Study Declaration* form and may need to submit an updated application and sign a new enrollment agreement.

Completion of Additional Specializations

Students who wish to pursue an additional specialization within a degree program may do so by successfully fulfilling the requirements for that specialization. Students who elect

to complete additional specializations will be required to complete additional comprehensive exam questions related to their additional specialization courses as well. Coursework in the additional specialization must be completed within the normal timeframe for the degree. All specializations must be declared before completing all graduation requirements and, in a Master’s degree program, prior to enrolling in the Comprehensive Exam. After a degree has been conferred, additional specializations may not be declared.

Note: Specializations in General Psychology, Career Management and Counseling, and Sport and Performance Psychology can only be paired with each other as a part of degree programs taken within the School of Professional Psychology.

Completion of Concurrent Degrees

Students may not enroll in more than one degree program concurrently at University of the Rockies. Students must complete one degree and be eligible before applying for an additional degree.

Completion of Additional Degrees

A student who has previously earned a degree at University of the Rockies, or an appropriately credentialed university, and wishes to earn an additional degree must fulfill all degree and graduation requirements applicable to the additional degree. Any credits applied to a previously awarded degree cannot be applied to a subsequent degree, except in the case of Master’s degree credits towards the post-baccalaureate Doctor of Psychology, Clinical Specialization. In all other cases, if a student has completed coursework that fulfills content requirements for the additional degree, the student must complete additional courses to fulfill total credit requirements for the additional degree.

Degree Rescindment Policy

The University Registrar or designee processes all degree rescindments. A University of the Rockies degree may be rescinded when there is clear and convincing evidence that one of the following has occurred:

- A degree has been conferred in error;
- All University-defined requirements were not satisfied at the time the degree was granted;
- A previously awarded passing grade is reversed, resulting in unmet degree requirements; or
- Academic Misconduct, as defined in the *Student Rights and Responsibilities* section of this *Catalog*, is discovered by the University. In exceptional circumstances such as this, the University President may rescind the degree.

Withdrawal from the University

Official Withdrawal

University of the Rockies determines that a student is officially withdrawn when he or she requests to officially withdraw or takes an academic leave from the University. Online students wishing to officially withdraw from University of the Rockies must notify their assigned Admissions Counselor, Student Advisor, or other advisor within the Admissions or Student Services Department. Colorado Springs campus and Denver Instructional Site students wishing to officially withdraw must notify the Registrar’s Office.

For official withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student (attendance is documented on a daily basis in courses utilizing online learning); or
- For independent study courses, in which the last date of academically related activity cannot be determined, the date the student begins the withdrawal process, or the date that he or she provides notice of his or her intent to withdraw. Independent study courses may include but are not limited to thesis, dissertation courses, practicum, and internship experiences.

Unofficial Withdrawal

University of the Rockies determines that a student is unofficially withdrawn when he or she falls into one of the following categories:

- Students who do not register for and attend the current term or course sequence;
- Students who fail to follow the proper procedures for requesting a break or who do not return from an approved break as scheduled; or
- Students who do not meet the minimum attendance requirements for the program as outlined in the current *Catalog* or *Catalog Supplement*.

For unofficial withdrawals, a student's withdrawal date is:

- The last documented date of academically related activity by the student (attendance is documented on a daily basis in courses utilizing online learning); or
- For independent study courses, in which the last date of academically related activity cannot be determined, the date of withdrawal will be the midpoint of the payment period up through the 60% point. Independent study courses may include but are not limited to thesis, dissertation courses, practicum, and internship experiences.

Transcripts

One official transcript of coursework is provided free of charge upon graduation. In addition, doctoral internship applicants are provided one official transcript free of charge. Directions on how to obtain additional transcripts, or transcripts needed before graduation, and information on the current transcript fee may be found at www.rockies.edu/transcript. Only official transcripts may be provided to third parties upon written consent from the student via the *Transcript Request* form. Students may print copies of their unofficial transcripts, free of charge, through the Student Portal. Transcripts will be withheld if a student has a transcript hold or is delinquent in his or her financial obligations to the University.

Graduate Programs Credit Maximum Policy

Non-Standard Term programs: MA degree maximum per academic year: 36; PsyD and PhD maximum per academic year: 36

Non-Term programs: MA degree maximum per academic year: 24; PsyD and PhD maximum per academic year: 36

Students may petition in writing to the School Dean for an increase to the maximum number of credits they may attempt per academic year. The student must obtain written permission

from the School Dean before the student may register for additional coursework. Students are encouraged to contact their Student Advisor (online) or Registrar Advising Assistant/Financial Aid Specialist (Colorado Springs campus and Denver Instructional Site) for advisement regarding scheduling and financial implications prior to petitioning to the School Dean.

Transfer Credits

Students may transfer up to 3 semester hours into the Graduate Certificate programs; up to 9 semester hours into the Master of Arts programs; up to 12 semester hours into the post-Master's Doctor of Philosophy (PhD) or Doctor of Psychology (PsyD); or up to 36 semester hours into the post-baccalaureate PsyD, Clinical Specialization from regionally accredited institutions when that coursework matches University of the Rockies' curricular offerings.

Only courses with a grade of "B" or above will be considered for transfer credit. Quarter credit hours will be converted to semester hours using the following formula: Quarter Credit Hours x 2/3 = Semester Credit Hours. The converted hours must be equivalent to at least 3 semester hours to be considered for applicability toward a University of the Rockies certificate or degree program.

Except in the case of the post-baccalaureate Doctor of Psychology, Clinical Specialization program, graduate courses cannot have been used to satisfy the requirements for a previous graduate degree, including University of the Rockies courses.

Applicable transfer credits will be applied to a student's record once all required official transcripts have been received and the student has been fully admitted.

University of the Rockies reserves the right to determine the relevancy of the transfer course content based on institutional catalog course descriptions, course syllabi, program level, and/or other satisfactory documentation. The University may determine that a course cannot be transferred due to residency requirements, local laws, and/or program requirements. In addition, coursework completed more than 10 years prior to the date of admission is subject to review for currency and applicability to the current degree program. Please see the *Course Descriptions* section of this *Catalog* for courses that cannot be transferred into University of the Rockies.

Students are responsible for reviewing applied transfer credit. Students may submit a *Transfer Credit Appeal* form with appropriate documentation to request any prior credits completed outside of University of the Rockies to be re-considered for applicability toward a University of the Rockies certificate or degree program. Students earning credits outside University of the Rockies post-matriculation must submit an *Appeal to Apply Transfer Coursework Post-Matriculation* form for the credit to be considered for applicability toward their University of the Rockies certificate or degree program.

Please refer to *Transfer of Clinical and Counseling Practicum Hours* in this section of the *Catalog* for transfer credit information related to practicum hours.

Non-Traditional Credits

University of the Rockies may accept non-traditional credit courses evaluated by American Council for Education (ACE) as a graduate-level equivalent on a course-by-course basis. Students will be responsible for requesting military transcripts and/or ACE transcripts that may include graduate-level

equivalent courses in order to be officially evaluated for course-specific transferability.

Transfer of University of the Rockies Credits to Other Institutions

Because University of the Rockies is a regionally accredited institution, other institutions may elect to accept University of the Rockies credits. However, students should be aware that the transfer of credit is controlled by the receiving institution, and therefore cannot be guaranteed by University of the Rockies unless part of a valid articulation agreement or included in an articulation numbering system.

Outside any formal partnership or agreement, students considering transferring to another institution have the responsibility to determine whether that institution will accept University of the Rockies credits. University of the Rockies does not imply, promise, or guarantee transferability of its credits to any other institution.

Reinstatement Process After Withdrawal (Less Than One Year)*

** Note: Service members should review the policy relating to Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008 in this section of the Catalog.*

Students who withdraw and/or are withdrawn from University of the Rockies may request reinstatement to the same degree/program in which they were enrolled at the time of withdrawal. Students seeking reinstatement to University of the Rockies should contact their Student Advisor for online programs and the Registrar's Office for ground programs. Students seeking reinstatement to a different degree/program must submit a new application required for the new program of study. Students must meet admission requirements and complete all degree requirements in effect for the program of study corresponding with the catalog year in which the student changed his or her program. Students who are out over 180 days must submit all required documentation and meet full admission status requirements, as outlined by the admission requirements for their program. Reinstatement is not guaranteed. If reinstatement is granted, University of the Rockies will determine any conditions under which the student may be reinstated and will convey those conditions in writing. Students who are readmitted are subject to the policies set forth in the *Catalog* and in effect at the time of readmission.

Readmission Process After Withdrawal (One Year or More)*

** Note: Service members should review the policy relating to Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008 in this section of the Catalog.*

Students who withdraw and/or are withdrawn from University of the Rockies for one year or more and are seeking readmission to the same or a different degree/program must submit a new application. This process is to ensure that the University has current demographic information for each student. If the student has continued his or her education at another school since leaving the University, official transcript(s) from any other college attended should be submitted to the Registrar's Office. Students must submit all required documentation,

meet full admission requirements as outlined by the admissions requirements for their program, and complete all degree requirements in effect for the program of study at the time of readmission. Readmission is not guaranteed. If readmission is granted, the University will determine the conditions under which the student may re-enroll and will convey those conditions to the student in writing. Students who are readmitted are subject to the policies set forth in the *Catalog* and in effect at the time of readmission. Students seeking reinstatement to University of the Rockies should contact the Admissions department.

Military Deployment Provisions

Any member of the United States armed forces, or spouse of an Active Duty, National Guard, or Reservist, who is ordered to state or federal service or duty is entitled to the following provisions for each course the student is attending:

- a. Students may withdraw from any current course(s) and receive a tuition credit to be applied in the amount of tuition accrued in the current course(s). Students will be assigned a withdrawal grade that does not count negatively against Satisfactory Academic Progress.
- b. Students may make arrangements with instructors for course grades or administratively request a grade of incomplete by submitting any of the request forms named below. If such arrangements are made, tuition shall be assessed for the course(s) in full.
- c. Students who withdraw from the institution due to military service are allotted a one-year grace period for collection of any institutional balances owed. This grace period does not apply to repayment of federal student loans which are subject to Title IV repayment regulations.

Students who request to drop any current course(s) due to military necessity and do not need to request a break in attendance should submit a *Military Course Drop/Incomplete Request*.

Students who request a break in attendance of 45 days or greater due to military necessity may do so by submitting a *Military Withdrawal Request*. This request form also facilitates withdrawal from any current course(s), if necessary.

Both request forms are available in the Student Portal.

Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008

University of the Rockies does not deny readmission to a service member of the uniformed services for reasons relating to that service. Students who meet the criteria outlined in the following will be readmitted with the same academic status as the student had when he or she last attended University of the Rockies. An affected service member is any individual who is a member of, applies to be a member of, or performs, has performed, applies to perform, or has the obligation to perform, service in the uniformed services. Service in the uniformed services means service, whether voluntary or involuntary, in the Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

Any student whose absence from University of the Rockies is necessitated by reason of service in the uniformed services is entitled to readmission if all of the following apply:

- the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to University of the Rockies' Registrar's Office and provides such notice as far in advance as is reasonable under the circumstances;
- the cumulative length of the absence and of all previous absences from University of the Rockies by reason of service in the uniformed services, including only the time the student spends actually performing service in the uniformed services, does not exceed five years; and
- except as otherwise provided in this section, the student submits a verbal or written notification of intent to re-enroll at University of the Rockies by informing a Student Advisor, an Admissions Counselor, or the Registrar's Office, or by submitting a new application for admission.

However, no advance notice by the student is required if the giving of such notice is precluded by military necessity, such as a mission, operation, exercise, or requirement that is classified; or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

In addition, any student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance written or verbal notice of service to a Student Advisor, an Admissions Counselor, or the Registrar's Office may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation to University of the Rockies that the student performed service in the uniformed services that necessitated the student's absence from University of the Rockies.

When determining the cumulative length of the student's absence for service, the period of service does not include any service:

- that is required, beyond five years, to complete an initial period of obligated service;
- during which the student was unable to obtain orders releasing the student from a period of service in the uniformed services before the expiration of the five-year period and the inability to obtain those orders was through no fault of the student; or
- performed by a member of the Armed Forces (including the National Guard and Reserves) who is:
 - ordered to or retained on active duty under section 688, 12301(a), 12301(g), 12302, 12304, or 12305 of Title 10, U.S.C., or under section 331, 332, 359, 360, 367, or 712 of Title 14, U.S.C.;
 - ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress as determined by the Secretary concerned;
 - ordered to active duty (other than for training) in support of an operational mission for which personnel have been ordered to active duty under section 12304 of Title 10, U.S.C. as determined by the Secretary concerned;
 - ordered to active duty in support of a critical mission or requirement of the Armed Forces (including the National

Guard or Reserves) as determined by the Secretary concerned; or

- called into Federal service as a member of the National Guard under chapter 15 of Title 10, U.S.C., or section 12406 of Title 10, U.S.C.

An affected service member must, upon the completion of a period of service in the uniformed services, notify University of the Rockies of his or her intent to return to University of the Rockies not later than three years after the completion of the period of service. However, a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services must notify University of the Rockies of his or her intent to return to University of the Rockies not later than two years after the end of the period that is necessary for recovery from such illness or injury. A student who fails to apply for readmission within the required period does not automatically forfeit eligibility for readmission to University of the Rockies, but is subject to the established University of the Rockies' general policies and practices.

A student who submits an application for readmission to University of the Rockies must provide to University of the Rockies documentation to establish that:

- the student has not exceeded the specified service limitations; and
- the student's eligibility for readmission has not been terminated due to the occurrence of:
 - a separation from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge.
 - a dismissal of a commissioned officer permitted under section 1161(a) of Title 10, USC by sentence of a general court-martial; in commutation of a sentence of a general court-martial; or, in time of war, by order of the President.
 - a dropping of a commissioned officer from the rolls pursuant to section 1161(b) of Title 10, USC due to absence without authority for at least three months; separation by reason of a sentence to confinement adjudged by a court-martial; or, a sentence to confinement in a federal or state penitentiary or correctional institution.

In order for a service member to qualify for these benefits by reason of service, a student must submit appropriate documentation to the University. Documents that might establish service member eligibility include, but are not limited to:

- DD214—Certificate of Release or Discharge from Active Duty;
- Copy of duty orders prepared by the facility where the orders were fulfilled with a service completion endorsement;
- Letter from the Commanding Officer of a Personnel Support Activity (or someone of comparable authority);
- Certificate of completion from military training school;
- Discharge certificate showing character of service;
- Copy of extracts from payroll documents showing periods of service; or

- Letter from National Disaster Medical System (NDMS) Team Leader or Administrative Officer verifying dates and times of NDMS training or Federal activation.

University of the Rockies may not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

Students who meet the criteria for readmission after military service outlined previously will be promptly readmitted with the same academic status as when they last attended or were last admitted to the institution, but did not begin attendance because of that membership, application for membership, performance of service, application for service, or obligation to permit service. “Same academic status” means that University of the Rockies shall admit the student:

- to the same program to which he or she was last admitted, or, if that exact program is no longer offered, the program that is most similar to that program, unless the student requests or agrees to admission to a different program;
- at the same enrollment status that the student last held at University of the Rockies, unless the student requests or agrees to admission at a different enrollment status;
- with the same number of credit hours completed previously by the student, unless the student is readmitted to a different program to which the completed credit hours are not transferable;
- with the same academic standing the student previously had; and
- if the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed the same tuition and fees that would have been in effect had the student continued their education uninterrupted. Previous tuition rate eligibility terminates upon completion of the academic year.

If the student is admitted to a different program, University of the Rockies will assess no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If University of the Rockies determines that the student is not prepared to resume the program, or will not be able to complete the program, the University will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program, including but not limited to providing refresher courses at no extra cost to the student, and allowing the student to retake a pretest at no extra cost to the student.

University of the Rockies is not required to readmit the student on his or her return if:

- after reasonable efforts by the University, the University determines that the student is not prepared to resume the program at the point where he or she left off;
- after reasonable efforts by the University, the University determines that the student is unable to complete the program; or
- the University determines that there are no reasonable efforts it can take to prepare the student to resume the program at the point where he or she left off or to enable the student to complete the program.

Servicemembers Opportunity College

University of the Rockies is an approved Servicemembers Opportunity College (SOC) institution. This approval affirms University of the Rockies’ commitment to fair, equitable, and effective policies and practices that recognize and deal with the special conditions faced by military students who want to obtain a college education. As a SOC Consortium member, University of the Rockies awards academic transfer credit for graduate level military training and job experience, as evaluated by the American Council on Education (ACE) and according to University transfer credit policies.

Note: Please refer to the Transfer Credits policy in this section of the Catalog for more details on University of the Rockies’ transfer policies.

Department of Defense (DoD) Voluntary Education Partnership

University of the Rockies is a participating institution in the Voluntary Education Partnership with the DoD. In accordance with this partnership, any Active Duty, National Guard, or Reservist student who attends the University will receive a military degree plan:

- Within 60 days after the individual has been accepted for admission;
- After all required transcripts have been provided; or,
- After the individual has completed 6 credits with the institution, whichever comes first.

The student will receive a Military Degree Plan with the evaluation of previous coursework received and the requirements for the degree program selected.

The Military Degree Plan affords the student the opportunity to complete the degree requirements within the enrolled degree program within five (5) years of the issued date without the loss of academic progress. Students who choose to change their degree program will forfeit the issued degree plan and be reissued a new Military Degree Plan for the new program.

PsyD, Clinical Specialization Residency Requirement

Licensing boards may require that a student, during the course of his or her Doctoral program, be enrolled for at least three academic years of study from the degree-granting institution, and at least one year must be in full-time residence. To satisfy this residency requirement, University of the Rockies requires students to complete full-time enrollment of six semester hours or more of regular coursework for five consecutive terms (one year). Students should be aware that this is a requirement for graduation.

Students may petition to take fewer than the previously mentioned hour requirement, but they must be aware that doing so may delay Comprehensive Exams, and therefore delay program completion. Comprehensive Examinations are administered at designated intervals only.

Student Professional Liability Insurance Requirements

Students accepted into the Master of Arts in Counseling, Marriage and Family Therapy or Mental Health Counseling Specializations, or the Doctor of Psychology (PsyD), Clinical Specialization degree programs are required to have proof of

professional liability insurance in order to register for their first term of practicum. Due to the liabilities associated with direct care, students need to be insured during clinical practicum and internship training. Professional liability insurance can be purchased from one of several insurance carriers. Students are required to show proof of coverage by providing a copy of the face sheet to the University Registrar or designee at the time of registration. A copy of the face sheet will be in the student's file in the Director of Clinical Training's office.

Memberships in Professional Organizations

After admission to the Master of Arts in Counseling, Marriage and Family Therapy Specialization or Mental Health Counseling Specialization, or the Doctor of Psychology (PsyD), Clinical Specialization programs, students are required to join their respective professional organization (i.e., for the Mental Health Counseling Specialization, the American Counseling Association; for the Marriage and Family Therapy Specialization, the American Association of Marriage and Family Therapy; and for the PsyD, Clinical Specialization, the American Psychological Association). University of the Rockies will credit the base annual student-rate membership dues for students who were actively enrolled at the time they joined the organization. Active students who submit a receipt for the required student-rate annual dues will receive a credit that can be applied to the next term's tuition.

Memberships in other professional associations remain the individual student's responsibility. Membership in a professional organization is not a substitute for professional licensure in any state.

School of Professional Psychology Clinical or Counseling Practicum

A Clinical Practicum (minimum of 1,500 hours) is required for all students in the PsyD, Clinical Specialization program. Students who enter the program with a clinical Master's degree may receive credit for up to 700 hours of practicum. The number of transferable practicum hours is determined by the University Registrar in consultation with the Director of Clinical Training. Students in the Master of Arts in Counseling program are required to complete a total of 700 hours of practicum and internship.

Students who are completing a practicum or counseling internship in Colorado must obtain registration with the Colorado Department of Regulatory Agencies (DORA) prior to beginning their practicum experience at the University, and all clinical students in the School of Professional Psychology must have personal liability insurance prior to beginning practicum. Students will be required to provide documentation of registration with DORA if they are completing practicum hours in Colorado, and documentation of a current professional liability policy for all clinical practicum experiences.

The Practicum experience gives students the opportunity to integrate Core Competencies, Clinical Proficiencies, and academics as they apply their learning in a real world clinical setting. Students build the skills they will need to be successful in the mental health profession. The Practica also give students the chance to discover the clinical relationship skills and techniques that work for them in the clinical setting and the client populations with which they are most effective. The level of professionalism and enthusiasm, with which students approach

their practica, has a direct bearing on their success and the quality of their learning experience.

In the Clinical Practica, students must understand their professional obligations to clients and to the University. They must strive to maintain appropriate relationships and demeanor whenever clients are present. As the American Psychological Association (APA) Code of Conduct states, "Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods and needs to different populations."

Students in the PsyD, Clinical Specialization may do Clinical Practicum, in community settings, with the approval of the Director of Clinical Training. Supervision must be provided by a licensed psychologist who is credentialed and approved by the University of the Rockies Dean of the School of Professional Psychology and the Director of Clinical Training. The Director of Clinical Training must also approve any clinical training occurring outside the state of Colorado. These supervisors agree to be in regular communication with the Director of Clinical Training. All students in the Master of Arts in Counseling program are required to do most of their Practica hours in the Rockies Counseling Center. Exceptions are granted by the Director of Clinical Training.

Transfer of Clinical and Counseling Practicum Hours

University of the Rockies may accept up to 700 hours of clinical practicum or up to seven semester credits from approved accredited institutions when those practicum hours are demonstrated to be from a clinical psychology doctoral program that has similar standards of training as University of the Rockies. In such cases, the student must take at least an additional 800 hours of clinical practicum in the University of the Rockies Doctor of Psychology, Clinical Specialization program. Final determination of the acceptance of practicum hours will be made by the Dean of the School of Professional Psychology upon recommendation of the Director of Clinical Training.

For students in the Master of Arts in Counseling program, University of the Rockies may accept up to 300 hours of practicum or internship or up to three semester credits from approved accredited institutions when those practicum or internship hours are demonstrated to be from a Master of Arts in Counseling program (with a Mental Health Counseling or Marriage and Family Therapy Specialization or equivalent degree) that has similar standards of training as University of the Rockies. In such cases, the student must take at least an additional 400 hours of practicum and/or internship in the University of the Rockies Master of Arts in Counseling, Mental Health Counseling or Marriage and Family Therapy Specialization program. Final determination of the acceptance of practicum hours will be made by the Dean of the School of Professional Psychology upon recommendation of the Director of Clinical Training.

Personal Therapy Requirement

The University of the Rockies faculty understands that as a part of becoming a professional counselor or marriage and family therapist one needs to be aware of his or her biases, beliefs, and challenges. Therefore, each student in the Master of Arts in Counseling, Marriage and Family Therapy or Mental Health Counseling Specializations, or the Doctor of Psychology

(PsyD), Clinical Specialization program is required to participate as a client in psychotherapy with a licensed mental health professional. Being a client can be a growth experience as well as an educational opportunity for the graduate student.

For Master's students, the requirement is met through a minimum of 20 hours or sessions of psychotherapy over a minimum of 20 weeks. For Doctoral students, the requirement is met through a minimum of 30 hours or sessions of psychotherapy over a minimum of 30 weeks. Fifteen of the acquired therapy hours or sessions must be with the same mental health professional. At least 20 of the hours must be in an individual modality. Students may apply up to 18 hours of personal therapy if they have acquired them within the preceding five years with a licensed mental health professional.

University of the Rockies considers 30 hours a minimum number of therapy hours over a minimum of 30 weeks and encourages additional sessions if the student believes it would be of benefit personally or professionally. A requirement of additional hours of therapy may also be a part of a student's development plan designed by the student and his or her advisor or other student support or administrative offices. An additional therapy requirement may also be imposed by the President, the Provost, or the Dean of the School of Professional Psychology.

Therapy must be conducted by a licensed mental health professional contingent on approval by the Dean of the School of Professional Psychology, who is not a University of the Rockies faculty member. Verification of participation must be indicated in a letter, on the letterhead of the licensed mental health professional, stating the number of sessions and hours spent in therapy, the period of time over which the therapy occurred, and the modality of the therapy. Diagnosis and treatment issues discussed in therapy must not be included in the letter. Verification must be sent to the Registrar's Office and must be on file at the time the student takes his or her final Comprehensive Examination. Therapy fees are the responsibility of the student and are not covered by tuition.

Doctoral Candidacy

Students will be eligible to apply for doctoral candidacy in the School of Professional Psychology, Doctor of Psychology (PsyD), Clinical Specialization after they have completed the following:

1. Passed the Doctoral Qualifying Exam,
2. Completed 300 hours of practicum experience, and
3. Had an acceptable annual review of student progress.

Candidacy is officially conferred by the President of the Faculty Council of the School of Professional Psychology upon recommendation by the student's Faculty Mentor. An appeal of the candidacy decision may be made to the Dean of the School of Professional Psychology.

Comprehensive Examinations School of Professional Psychology

Master of Arts in Counseling

Students in the Master of Arts in Counseling, Marriage and Family Therapy or Mental Health Counseling specializations take a Comprehensive Examination at the end of their program or after a minimum of 54 semester hours of coursework and practicum. The exam includes items involving case

conceptualization, differential diagnoses, assessment, diversity, ethical and legal considerations in the therapeutic process, treatment planning, and outcome measurement.

Master of Arts in Psychology, Non-Mental Healthcare Specializations

Students in the Master of Arts in Psychology, General Psychology, Sport and Performance Psychology, and Career Management and Counseling specializations in the School of Professional Psychology take a Comprehensive Exam at the conclusion of all required coursework. The exam format will consist of questions that test the student's knowledge in the foundations of psychology and in their specialization.

Students will answer questions covering the program learning outcomes associated with their declared program and specialization.

Doctor of Psychology (PsyD), Clinical Specialization

The PsyD, Clinical Specialization has two stages of Comprehensive Exams – a Doctoral Qualifying Exam and a Doctoral Comprehensive Exam.

Doctoral Qualifying Exam

The Doctoral Qualifying Exam is an objective assessment of students' knowledge of coursework content from the first 39 credits of the curriculum.

Eligibility:

The Doctoral Qualifying Exam can be taken after the completion of the first 39 credits of coursework (6 terms) and must be successfully completed before the third year of coursework. Students must obtain approval to take the Doctoral Qualifying Exam from their Faculty Mentor and the University Registrar. Students who entered the program with a Master's degree must take the Doctoral Qualifying Exam prior to their second year of study in the PsyD, Clinical Specialization at University of the Rockies.

Doctoral Comprehensive Exam

The Doctoral Comprehensive Exam is a summative assessment procedure that assesses students' knowledge of the field of clinical psychology, their ability to diagnose and conceptualize clinical cases, and to present this information in both oral and written formats. This examination must be passed prior to beginning Pre-Doctoral Internship.

Eligibility:

Once students have successfully completed the Doctoral Qualifying Exam, achieved Doctoral Candidacy status, completed all required coursework, and submitted documentation of their 30 hours of personal therapy, they may apply to their Faculty Mentor and the University Registrar for approval to take the Doctoral Comprehensive Exam.

Comprehensive Examinations School of Organizational Leadership

Students in Master of Arts degree programs take a Comprehensive Exam at the conclusion of all required coursework. The exam format consists of essay questions about cases provided as part of the examination. Candidates will answer questions covering the program learning outcomes and content related to their specialization, if applicable.

Exams for students in Master of Arts degree programs through the School of Organizational Leadership test the following skill areas, including: the role of consultant, organizational dynamics, organizational development, assessing organizations,

appropriate use of research, organizational interventions/recommendations, use of assessment tools, organizational leadership, human performance, training, and integration of clinical skills.

Note: Please refer to the *Repeating Comprehensive Exams* policy in the *General Academic Policies and Information* section of this *Catalog* for additional information.

Student Research Policy

Unless authorized by the University, the University prohibits students from conducting formal research using institution-related data at University of the Rockies, Ashford University, or Bridgepoint Education, including conducting retrospective or prospective research, with the intent to disseminate or publish.

Students may conduct dissertation and non-dissertation research using University of the Rockies data about faculty, staff, former students or current students contingent on receiving approval from the Institutional Review Board. Conducting dissertation or non-dissertation research without appropriate Research Review Board or Institutional Review Board approval is an Academic Integrity violation and could result in a sanction.

Any research published based on University of the Rockies data requires approval from the Provost, Legal, and Institutional Research. In addition, disseminated findings must protect the identity of our institution by referring to University of the Rockies with a pseudonym.

Surveys, interviews, and focus groups associated with course assignments may, except for assignments related to dissertation courses, be administered by students to University of the Rockies' students, faculty, staff, or external parties only with explicit approval of the University of Rockies' faculty member teaching the class.

Students working on dissertations should refer to the *Dissertation Handbook* for further guidance.

For additional information on policy related to research, please see *Unapproved Research* as a part of *Academic Integrity Violations* in the *Student Rights and Responsibilities* section of this *Catalog*.

Dissertation

As a requirement for graduation from University of the Rockies with a degree of Doctor of Philosophy (PhD) or Doctor of Psychology (PsyD), each student must complete and successfully defend a dissertation. The purpose of the Dissertation is to ensure that the student has mastered the ability to pursue a systematic investigation, which examines significant issues or problems in applied psychology. The Dissertation requirement is also designed to contribute to the student's knowledge, skills, and research expertise in psychology. Students choose a topic that addresses carefully chosen research questions that the student then investigates with quantitative or qualitative research, with a meta-analysis, or with a program design or program evaluation.

Students are enrolled in Dissertation for five credits. Students not completing their dissertation during that period and not enrolled in any other course or internship (for PsyD, Clinical Specialization students) will register in Dissertation Extension to remain in the program.

Students are urged to plan carefully and allow approximately 8 weeks (individual experiences will vary) for the time required to complete all remaining steps in the dissertation process after the Final Oral Exam.

Prerequisites, timelines for completion, and attendance requirements for Dissertation, as well as a detailed explanation of each step in the process, are described in the *Dissertation Handbook*.

Student Portfolio

Students are encouraged to create portfolios during the course of their program to showcase their best work and to have a document to utilize and submit when applying for internships, post-doctoral programs, or for employment.

Graduation

A final step in the graduation process is the submission of a *Petition to Graduate* form to the Registrar's Office. This triggers an audit of the student's record to ensure that he or she has met all requirements for graduation at the intended time. After the student has completed the final term of his or her program, his or her name, upon recommendation of the faculty, is submitted to the University of the Rockies Board of Trustees. Formal graduation ceremonies are held once a year. Students are encouraged to attend graduation unless prohibited by military orders or serious illness.

The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. Degree completion is generally recorded on a student's official transcript within 30 days of successful completion of ALL program requirements being recorded. Diplomas are generally ordered within 30 days of successful completion of all program requirements being recorded and payment of all related tuition and fees. Ordered diplomas may take an additional six (6) to eight (8) weeks to arrive. Diplomas, certificates, transcripts, and verifications of degrees awarded will be withheld until all accounts at the University are paid in full. Diplomas will not be issued at the graduation ceremonies.

Diplomas are ceremonial documents and reflect the degree the student earned and the date of degree conferral. The the official academic record of a student's achievement is the transcript, which reflects the degree earned, any specializations the student completed, and the date of degree conferral.

Commencement Ceremony

Submission of the completed *Petition to Graduate* form is a requirement for participation in University of the Rockies' commencement ceremony. To be eligible to participate in commencement, students must be scheduled to meet all degree requirements prior to the date of commencement at the time of the submission. Exceptions will be reviewed by the University Registrar or designee. Commencement is held once a year. The deadline for petitioning to participate in the ceremony is published on the *Petition to Graduate* form. Petitions received after the deadline will be forwarded to the next commencement date.

Posthumous Degree Policy

The University may grant Master's and Doctoral degrees posthumously. When the University determines that a deceased student was in good standing and had completed enough credits towards a degree, the President, or designee, has the authority to grant the degree posthumously.

Typically, students pursuing a Master's degree should have successfully completed the majority of their coursework (within 9 credits of meeting degree requirements) for the program of study and students pursuing a Doctorate degree should have

successfully completed all course requirements and completed the preliminary oral defense of their dissertation.

Formal requests may be submitted in writing to the Registrar's Office for consideration by emailing student.records@rockies.edu.

Section Seven



Academic Policies: Non-Standard Term Format

The policies included in this section of the Catalog apply to students in degree programs delivered in the non-standard term format.

Non-Standard Term Format

The Master of Arts in Counseling program, the Doctor of Psychology, Clinical Specialization program and all programs offered in Colorado Springs operate in a “non-standard term” format. In the non-standard term format, students typically take two classes at a time. Each term is nine weeks.

Academic Calendar

*Term Schedule for Academic Years
2014 & 2015*

August 2014 Term	August 4, 2014 – October 3, 2014
October 2014 Term	October 13, 2014 – December 12, 2014
January 2015 Term	January 5, 2015 – March 6, 2015
March 2015 Term	March 16, 2015 – May 15, 2015
May 2015 Term	May 25, 2015 – July 24, 2015

Continuous Enrollment

Matriculated students must be continuously enrolled from the time of matriculation through graduation. Students who must take time off due to medical or family emergency or military deployment may apply for an Academic Leave from the University. Please reference the *Academic Leave* policy in this section of this *Catalog* for more information.

Level of Enrollment

Full-Time: 6 or more credit hours per term, or registered for dissertation courses, thesis, or internship.

Half-Time: 3-5 credits per term, or registered in practicum.

Less Than Half-Time: Fewer than 3 credits per term.

Retaking coursework previously passed at University of the Rockies may reduce the enrollment status of a student. Students should refer to the *Tuition, Fees, and Financial Aid* section of this *Catalog* for additional information or contact the Financial Aid Office.

Registration

Registration is conducted annually over several weeks to allow time for students to meet with their Faculty Mentors and/or the Registrar’s Office as needed. Once registration has closed, changes to schedules should be made two weeks before the start of each term. Students wishing to obtain an official copy of their schedule can download it from their Student Portal. Courses will be filled on a first-come, first-served basis. The University reserves the right to cancel any course due to low enrollment or for other reasons.

Late Registration

Students who fail to register on the designated registration dates will be assessed a late fee.

Course Delivery

The University offers courses and programs for non-standard term format on evenings and weekends. Students should expect to take both evening and weekend format courses during the length of their program.

Directed Study Courses

Directed Study courses are courses with five or fewer students and may involve a student working one-on-one with a faculty member. Directed Study courses are offered when students have been unable to take a course during one of the regularly scheduled course times due to course cancellations, small cohort size, or course scheduling conflicts beyond student control. Ground based students are not eligible for a Directed Study course if they missed the regularly scheduled class because they took an elective class or because they chose not to take the course at the

regularly scheduled time. Depending upon faculty availability, students may be eligible to take a Directed Study course if they missed the regularly scheduled class due to health reasons. Ground based students requesting a Directed Study must obtain written approval from the Dean of the School prior to seeking permission from a faculty member. Students complete the process by registering for the course with the Registrar's Office.

Independent Study

If a ground student wishes to take an elective course that is outside the standard curriculum for the student's program, the student may petition to take a course as Independent Study. Independent study courses may not replace courses specifically required in a degree program or specialization.

Independent Study courses are developed by the student in conjunction with a faculty member. Students interested in Independent Study should begin by discussing this option with the Dean of their School, who will obtain the consent of the instructor who is best qualified to teach the course. The Dean makes the final determination concerning a faculty member's qualifications to teach the course. The instructor develops the course syllabus to meet the student needs and in line with University of the Rockies procedures, and consults on textbook selection. Students will not be allowed to apply more than 9 credits of independent study coursework to a degree.

Maximum Course Load

The normal course load at University of the Rockies is six semester credit hours per term. Students may request to take an additional course. In order to do so, a student must petition the Dean of the School in which he or she is enrolled and receive written permission. In some cases a student's program may require him or her to take an additional course in a given term. In these cases, students do not need to petition. Students registered for Clinical, Counseling, or Professional Psychology Practicum who wish to register for more than one credit of practicum in a term must obtain permission from the Director of Clinical Training. Students registered for Organizational Practicum who wish to register for up to three credits of practicum in a term must obtain permission from the Dean. In no case will a student be allowed to take more than 10 credit hours in one term.

Non-Standard Term Format Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student has a compelling reason to be absent from a class, he or she must discuss that absence in advance with the instructor. Students are responsible for any work they miss because of an absence. Faculty members will keep accurate records of student attendance and report attendance to the Registrar's Office at the end of each class.

Students may not miss the first class session in a course unless they have prior written permission from the instructor teaching the course. Students are responsible for arranging to obtain class materials and assignments for the class time they miss.

Students may not attend classes for which they are not officially enrolled. If students who are not listed on the class roster attend a class, the instructor will refer them to the University Registrar or designee for proper enrollment. Whether or not to allow the student to remain in the class for that session is left to the discretion of the course instructor.

Evening Courses: Students enrolled in evening courses are allowed a maximum of two absences from a 3 credit course. Students who fail to attend a third evening will be administratively dropped from the course. Students enrolled in evening courses worth credits other than 3 semester credits will be administratively dropped from the course if they miss 1/3 of the scheduled class time.

Weekend Courses: Students enrolled in weekend courses are allowed a one-day absence per 3 credit course. Students who fail to attend a second day of the course will be administratively dropped from the course. Students enrolled in a weekend course worth credits other than 3 semester credits will be administratively dropped from the course if they miss 1/3 of the scheduled class time.

Additional absences may be approved by the Dean of the School for the following reasons:

- Documented military duty that resulted in an inability to continue in the course or program[^];
- Documented personal or immediate family medical emergency*;
- Documented act of nature;
- Documented death in the immediate family*;
- Documented temporary severe economic hardship.

Students who do not attend at least once in any 14 consecutive day period will be administratively withdrawn from the University by the Registrar's Office retroactive to the last date of recorded attendance.

[^]For information regarding *Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008*, please see the *General Academic Policies and Information* section of this *Catalog*.

*Immediate family is defined as husband, wife, grandchildren, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, (step/adoptive) child, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, or grandparent. Additional considerations can be made on a case by case basis as determined by the University. Please contact student.records@rockies.edu for specific consideration.

Other Attendance Requirements

Practicum: Students enrolled in the Master of Arts in Counseling or Doctor of Psychology, Clinical Specialization program are expected to attend two supervision sessions per week, one group and one individual. Attendance is reported to the Director of Clinical Training on a weekly basis.

Dissertation: Within the first two weeks of each term that a student is enrolled in Dissertation or Dissertation Extension, he or she must contact their Dissertation Committee Chair (Chair) and communicate their plan for progressing on their dissertation during that term. To help facilitate this contact, students will receive an email from their Chair asking for their plan for the term. Student contact with the Chair may take the form of email communication, phone, or meeting in person when possible.

If students do not make contact with their Chair by the conclusion of the second week of the term, students may be subject to administrative drop from Dissertation or Dissertation Extension course. At the beginning of week seven (7), students will receive another email from their Chair asking for an update on progress toward the plan outlined at the beginning of the term.

Student contact with their dissertation Chair may take the form of email communication, phone or meeting in person when possible.

If students do not make contact with their Chair by the conclusion of the term following the week 7 prompt, students may be subject to administrative drop from the Dissertation or Dissertation Extension course, earning a “W” (withdraw) for the term.

Dissertation Planning I and Dissertation Planning II will be held as either evening or weekend classes. Students enrolled in these courses will be held to the attendance requirements defined for those class formats.

Pre-Doctoral Internship: Students are expected to attend Internship as an employee of the Internship site. The Director of Clinical Training will communicate once per term with internship supervisors asking for verification of continued employment of the student at their site. Should the Director of Clinical Training be informed that a student has ceased attending an Internship, the student may be subject to administrative drop from the Internship course, earning a “W” (withdraw) for the term.

Inclement Weather/School Closures: In the event of a school closure, class session(s) will be made up within one week. The instructor will work with students and will notify the Registrar’s Office of the date and time of the rescheduled class session.

Students should refer to the following *Course Drop* policies for grade implications when not meeting attendance requirements.

Course Add or Drop

Adding a Course

A student may add a course prior to the start of each term, as long as the class size limit has not been reached. Once the course has met, a registered student may add a course with the permission of the course instructor. In this event, the student must submit their course request, along with instructor approval, to the Registrar’s Office.

Drop Deadline:

9-week course = First night of class

Dropping a Course

Students who wish to drop a course may do so by notifying the Registrar’s Office by email. Courses dropped prior to the first night of class do not appear on the transcript. After the first night of class has begun, students who wish to drop a course must notify the Registrar’s Office. Please see the *Tuition Refund Policy* in the *Tuition, Fees, and Financial Aid* section of this *Catalog* to determine if a tuition adjustment is necessary.

Students who drop or are administratively dropped after the first night of class and prior to 67% of instructional time or 2/3 of the course will receive a grade of “W.” A grade of “W,” which has no numerical value and therefore does not affect the student’s GPA calculation, will appear on the transcript. If a student chooses to drop or is administratively dropped from a course after 67% of instructional time or 2/3 of the course has elapsed, a grade of “WU” will be issued, which has numerical value and will affect the student’s GPA calculation. Both “W” and “WU” grades are attempted and will count negatively toward the successful completion rate when reviewing satisfactory academic progress.

Please note that course drop dates are based on a student’s last date of attendance in the course.

Withdrawal from the University

A student wishing to officially withdraw from University of the Rockies must notify the Registrar’s Office. Students notifying University of the Rockies for official withdrawal may be asked to complete a written withdrawal form.

The student must resolve any financial obligations to University of the Rockies before receiving an official transcript from the Registrar’s Office.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Policies and Information* section in this *Catalog*.

Academic Leave

Although University of the Rockies encourages continuous enrollment from the time of matriculation through graduation for all students, from time to time circumstances may arise that warrant a short break in enrollment. Should a student experience an extraordinary personal situation that would require a request for an academic leave from the program, he or she is encouraged to discuss the matter with the Office of Student Affairs and/or the Registrar’s Office. The student must complete the *Academic Leave Request* form, which is available from the Registrar’s Office.

- *Academic Leave Request* forms must be signed, dated and submitted on or before the last day of class attendance. The student must provide a reason for the request and the school must make a determination that there is a reasonable expectation that he or she will return to school. Requests submitted after the last day of attendance require an explanation for the late submittal. Requests submitted greater than 14 days after the last date of attendance will not be approved.
- An academic leave does not meet the conditions to be an approved leave of absence for Title IV financial aid purposes. Students in non-standard term format degree programs are not eligible for an approved leave of absence for financial aid purposes. Therefore, an academic leave is treated as an official withdrawal for return of Title IV financial aid and student loan deferment purposes. A financial aid student considering an academic leave should contact the Financial Aid Office to discuss the impact on loan repayment. The loan repayment grace period begins on the first day of the student’s academic leave.
- Students are allowed one academic leave per 12-month period.
- The academic leave can be no more than 180 days in length.
- Failure to return to school on or before scheduled/approved re-entry date will result in a termination of the academic leave.
- Students should be aware that the PsyD, Clinical Specialization program must be completed within seven years. The only exception to the seven year limit for PsyD, Clinical Specialization students is for those students with exceptional circumstances, as approved by the Dean of the School.

Satisfactory Academic Progress (SAP) Policy Non-Standard Term Graduate Programs

We are dedicated to the academic success of our students. As such, the following policy outlines the academic requirements for University of the Rockies programs and how they are measured to ensure that students are making satisfactory academic progress toward successful degree completion. This policy applies to all graduate-level coursework attempted at University of the Rockies, regardless of date attempted.

Academic and Financial Aid Warning and Academic and Financial Aid Probation statuses provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students placed on one of these statuses should meet with their Student Advisor to discuss course scheduling and to plan for remediation.

Please contact the University Registrar, or email Academic.Progress@rockies.edu with any questions concerning the requirements outlined in this policy. This policy applies to all coursework attempted at University of the Rockies, regardless of date attempted.

Graduate Non-Standard Term Program Measures

Week = Seven (7) calendar days

Term = Nine (9) weeks

Payment Period = One (1) Term

Academic Year Definition = 45 weeks

Graduate students must meet the following minimum qualitative and quantitative requirements to make satisfactory academic progress:

- Cumulative GPA in University of the Rockies coursework for all graduate students = 3.00
- Cumulative GPA includes all graduate-level coursework attempted at University of the Rockies, excluding grades of P, PR, NP, I, or W. Only the later grade is counted in the cumulative GPA when a course is repeated. No grades are recorded or counted towards GPA for transfer credits.
- Successful Completion Rate = 67% or 2/3 of all University of the Rockies attempted graduate-level credits. Grades that count negatively against successful completion rates include NP, I, W, WU, R, and U. Attempted graduate-level credits are all University of the Rockies course attempts recorded on the academic transcript, including repeated courses, withdrawals, and incompletes, as well as applied transfer credits. Grades that count negatively against successful completion rates include NP, I, W, WU, R, and U.
- Repeated courses count negatively against successful completion rates.
- Successful completion of all program requirements within 150% of the normal length of the program as measured in credits attempted towards the program. Credits accepted and applied in transfer toward the student's current degree program are included as attempted and earned credits in determining the maximum timeframe.
- Grade points earned at another college are not used in the computation of the grade point average at University of the Rockies.

If at any point during the program it becomes clear that a student will not be able to successfully complete all program

requirements at the conclusion of 150% of the normal length of a program as measured in credit hours, that student will be dismissed from the University.

Satisfactory Academic Progress (SAP) Review and Evaluation

Satisfactory academic progress is reviewed at the conclusion of every term. Students are evaluated against both qualitative and quantitative standards at the conclusion of every term of enrollment. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue until the incomplete grade is successfully completed. After each evaluation, students who do not meet SAP standards will be notified in writing.

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on Academic and Financial Aid Warning for the next term.

Students will be given one term of attempted coursework to meet the requirements for satisfactory academic progress. All coursework attempted after the term during which the student did not meet satisfactory academic progress is counted as part of the Academic and Financial Aid Warning period. Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Warning period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal for Readmission after Dismissal* policy in this section of the *Catalog*.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a term of Academic and Financial Aid Warning may complete one additional term of study on Academic and Financial Aid Probation. All coursework attempted after the term during which the student did not meet satisfactory academic progress is counted as part of the Academic and Financial Aid Probation period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the term of Academic and Financial Aid Probation, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal for Readmission after Dismissal* policy in this section of the *Catalog*.

Probation—Academic Plan

Students who are approved for re-admission after dismissal following a period of Academic and Financial Aid Probation, after a period on Probation–Academic Plan, or after dismissal due to exceeding the maximum time frame are placed on Probation–Academic Plan, and are required to meet specific academic requirements outlined in writing in an academic plan from the University Registrar. Students are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on Probation–Academic Plan. It is the student’s responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Probation–Academic Plan. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student’s eligibility for financial aid funds.

Students will be placed on Probation–Academic Plan for the first payment period/SAP increment while on the academic plan. Students on Probation–Academic Plan are reviewed against the progression requirements outlined in the academic plan at the conclusion of each term. Students who are not meeting plan requirements at the conclusion of each term will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal for Readmission after Dismissal* policy in this section of the *Catalog*.

Appeal for Readmission after Dismissal

Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements may appeal to be readmitted. Appeals must be submitted to Academic.Progress@rockies.edu and will be evaluated by an Appeal Committee made up of the University Registrar or his or her designee and the appropriate school Dean or his or her designee who has oversight in the student’s program of study. The decision of the Committee will be communicated in writing to the student by the Registrar’s Office.

The student’s appeal letter must include:

- a reasonable explanation for the student’s academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student’s family member, or other reasons resulting in undue hardship to the student;
- reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate-level credits during the period of absence; and
- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission, however, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied readmission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the previously mentioned criteria and the student

must present reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Section Eight



Academic Policies: Non-Term Format

This section includes academic policies related to non-term format degree programs at University of the Rockies.

Non-Term Format

All Online and many Denver Instructional Site programs operate in a “non-term” format. In the non-term format, courses run continuously, rather than in semesters, and students typically take one course at a time and move on to the next course without a break. Courses are 6 weeks or 9 weeks in length.

Academic Calendar

The academic calendar for University of the Rockies non-term programs is continuous, rather than defined by term dates. Typically, students take one course at a time and move on to the next course in the program sequence without a break. Regular academic courses are six weeks long. Doctoral Capstone Seminar and dissertation courses are nine weeks long. Opportunities to enroll in programs and to begin a course sequence in a degree program are available frequently throughout the calendar year.

Holidays

There is an annual two-week Winter Break when courses are not scheduled. The Winter Break for 2014-2015 occurs from December 23, 2014 to January 5, 2015.

For Denver Instructional Site courses: With the exception of Thanksgiving and the Fourth of July, when a holiday occurs on a regular class meeting day, that class will be conducted. Classes that would normally fall on Thanksgiving and/or the Fourth of July will be rescheduled by the instructor as make-up sessions during the week in which the holiday falls.

Program Enrollment

Initial enrollment in non-term programs is arranged through a University Admissions Counselor. Prospective online students should contact an Admissions Counselor to register. It is the student’s responsibility to officially register for the program course of study. After initial enrollment, students will work with their Student Advisor or Registrar Advising Specialist to register, add courses, or change their course schedule. Students must communicate any change in the original registration to their Student Advisor or Registrar Advising Specialist. Major changes in a student’s schedule may necessitate completion of a new admissions application and enrollment agreement.

Registration

Initial registration and student scheduling is a one-time process based upon the information provided to University of the Rockies in the admission application. The student’s initial schedule is based upon the student’s desired start date and program of study in conjunction with previous education. Initial registration occurs in consultation with an Admissions Counselor. Upon completion of initial registration, students have access to their individual course schedules and the dates of each course for which they are registered via the Student Portal.

Student Advisors/Registrar Advising Specialists adjust student schedules, in consultation with the student, to accommodate courses applied in transfer once the admission file is completed and the student receives full admission to the University. It is the student’s responsibility to review his or her schedule regularly through the Student Portal and to notify their advisor to initiate any schedule changes.

Cohort Size Management

University of the Rockies reserves the right to make adjustments to student schedules, courses, and programs, including but not limited to cancellation, postponement, course dates, sequence, and modality as deemed necessary by University administration. The University may postpone the scheduled starting date or the class schedule due to insufficient cohort size based on projected or actual enrollment in the course. The delay period will be determined by the time necessary to secure

sufficient enrollment in the course, but will not exceed one year in length. Students unable to register for a particular course will receive a full refund for any tuition paid for that course. Registration in a particular course section or with a specific instructor is not guaranteed. Students are classified as full time while enrolled.

IMPORTANT NOTE: *Additionally, insufficient cohort sizes may occur at the Denver Instructional Site when a student finishes the core program courses and moves into the specialization. The University reserves the right to adjust a student's modality from attending the Denver Instructional Site to attending Online in order to promote a healthy academic experience. Students adjusted to the online modality by the University will maintain tuition and fees equivalent to the tuition and fees required at the Denver Instructional Site.*

Concurrent Course Registration Policy

Concurrent course registration may occur when the student is fully admitted and has completed his or her first three attempted courses. The cumulative GPA must be 3.00 or higher and must be maintained at 3.00 or higher to continue with concurrent course registration. Payment of concurrent courses is not deferred and must be paid for in advance of the course start date. Concurrent course registration cannot violate progression or prerequisite requirements. At no time may a student attend more than two University of the Rockies courses concurrently in a non-term format, with the exception of practicum*. Concurrent registration in an academic course and practicum is anticipated and does not require prior approval or petition to do so. In unique cases and with prior approval of the Dean and Faculty Practicum Supervisor, a student may register for concurrent Practicum courses. Students may contact their advisor to request further information.

Dissertation courses may only be taken sequentially and may not be taken simultaneously or in overlapping periods. Students will register for dissertation courses in sequence (one credit per 9-week period). Under extraordinary circumstances beyond the control of the student (e.g., impending deployment or overseas TDY for military personnel or unexpected long-term expatriate relocation for work or with family), students may petition their Dean, with the expressed written support of each of their Dissertation Committee members, for an exception to this policy and enroll for two or more credits of dissertation courses simultaneously.

Note: Concurrent course registration is subject to course availability. The University reserves the right to limit the number of concurrent registrations in a calendar year.

** Practicum exception applies to students who are enrolled in practicum as a part of program requirements from a previous Catalog year.*

In-Residence Course Requirements

*School of Professional Psychology
School of Organizational Leadership*

Students enrolled in an online doctorate program are required to attend three in-residence weekends in Denver, Colorado. The in-residence requirement is an integral component of two core courses and a specialization course for each doctoral program. Students have the opportunity to meet faculty and administration in a face-to-face setting during in-residence weekends. Due to the unique nature of the in-residence experience, students who enroll in courses containing an in-residence requirement

are expected to attend the full sixteen hours of instructional time. Failure to attend 90% or greater (at least fourteen hours) of the instructional time during the in-residence session will result in the student being withdrawn from the course and he or she will be required to repeat it.

For information regarding the attendance policies for online courses, please see the *Online Course Attendance Policy* in this section of the *Catalog*.

In-Residence Workshop Overview

*School of Social, Human, and Educational Development
(SoSHED) Programs*

Doctoral students in the School of Social, Human, and Educational Development have an In-Residence Workshop Requirement. The In-Residence Workshop Requirement includes a series of workshops created to prepare students for their Doctoral Capstone Seminar, dissertation courses, and post-doctoral experiences in Denver, Colorado. These interactive sessions offer students the opportunity to meet and collaborate with colleagues and faculty.

In-Residence Workshop 1

This interactive workshop contributes to a student's commitment toward lifelong learning. As leaders and scholars, students will explore their own life choices, ask questions, and seek information to support their life goals. Students will consider what it means to be a member of a scholarly community and how becoming a scholar or practitioner can impact the students' community of practice and future goals. Students will formulate questions and provide structured responses, distinguish the relationship between numbers and systems, recognize the need and scope of research problems, and search for documents and scholarly articles.

In-Residence Workshop 2

In the second workshop of the In-Residence series, students will build on their prior knowledge and improve their critical thinking skills. Through discussion, assessment, and reflective activities, students will learn a variety of skills, both insight- and action-based, with a core focus on critically assessing oneself and others in order to serve as leaders and scholars in their communities of practice. Students will also engage in forming and questioning hypotheses, theories, and assumptions, and develop ways to respond to, evaluate, and incorporate selected information into their knowledge base.

In-Residence Workshop 3

The third session of the In-Residence series focuses on the community in which our students serve. As leaders in scholarship and in our communities, it becomes increasingly essential to recognize the complexity of the people with whom we interact. In this advanced workshop, students explore their understanding of different populations and the impact diversity has on their research and practice. Students will focus on the ethical and legal access and use of information. Students will further explore how to select, tailor, and implement new knowledge in a variety of contexts.

In-Residence Workshop 4(Optional)

This workshop is optional. The session provides an opportunity for students to return to the University of the Rockies community to support the dissertation process, specifically enhancing the quality of their research question, research design, methodology, and/or the analysis. This open-forum, community-based workshop provides the setting to support student-faculty

interaction and personalized solutions in assisting students who desire additional face-to-face support.

In-Residence Workshop Requirements

School of Social, Human, and Educational Development (SoSHED)

Students enrolled in a doctorate program in the SoSHED are required to attend three in-residence weekend workshops in Denver, Colorado as part of their graduation requirements. In-residence weekend workshops will be scheduled no less than four times per year, one each quarter. Students may elect to enroll in an optional fourth in-residence workshop. Students have the opportunity to meet faculty and administration in a face-to-face setting during in-residence weekends. Due to the unique nature of the in-residence experience, students who enroll in workshops containing an in-residence requirement are expected to attend the full sixteen (16) hours of instructional time. Failure to attend 90% or greater, at least fourteen (14) hours, of the instructional time during the in-residence session will result in the student being withdrawn from the workshop and required to repeat it.

In-Residence Workshop Schedule

In-Residence 1 will be scheduled following the completion of 2-6 courses and must be completed within the first academic year in the program. In-Residence 2 will be scheduled following the completion of 7-12 courses and must be completed within the second academic year in the program. In-Residence 3 will be scheduled following completion of 13+ courses and must be completed within the third academic year in the program and prior to enrolling in Dissertation Planning I.

University of the Rockies expects Doctoral students in the SoSHED to complete In-Residence Workshop requirements while concurrently enrolled in coursework. Students experiencing extreme temporary hardship that precludes him or her from completing the workshop as scheduled may submit an In-Residence Workshop Schedule Appeal.

Note: Attending and completing an In Residence Workshop outside of concurrent coursework does not meet the criteria to establish Title IV financial aid eligibility. A financial aid student considering this option should contact their advisor to discuss the impact on loan repayment.

In-Residence Workshop Schedule Appeal

Students experiencing extreme temporary hardship may be approved to extend the requirement to attend an in-residence workshop within the academic year it is scheduled. In-Residence Workshop Schedule Appeals may be approved for the following documented reasons that directly impacted the student's ability to complete the scheduled requirement:

- Documented military duty that resulted in an inability to continue in the course or program[^];
- Documented personal or immediate family medical emergency*;
- Documented act of nature;
- Documented death in the immediate family*;
- Documented temporary severe economic hardship.

[^] For information regarding Readmission of Students After Military Service under the Higher Education Opportunity Act of 2008, please see the General Academic Policies and Information section of this Catalog.

*Immediate family is defined as including husband, wife, domestic partner, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law, (step/adoptive) mother, (step/adoptive) father, (step/adoptive) brother, (step/adoptive) sister, and (step/adoptive) child. Additional considerations can be made on a case by case basis as determined by the University. Please contact the Dean of the School of Social, Human, and Educational Development (SoSHED) for specific consideration.

In-Residence Workshop Schedule Appeals may be submitted in writing to the Dean of the School of Social, Human, and Educational Development (SoSHED) explaining in detail the extenuating circumstances precluding the student from attending the workshop as scheduled. Students may submit only one appeal during the course of their degree program.

Degree-Seeking Student Classifications

Class Level

Students enrolled in graduate programs are classified as graduate level students.

Enrollment Status

Students who remain continuously enrolled in non-term format programs are classified as full-time. Students who are on a break of up to 14 consecutive days from their last date of attendance or on an approved break are still classified as full-time. Students who fail to return from a break as scheduled should refer to the Withdrawal from the University policies for information regarding determination of withdrawal date. The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the break may extend the 14 day limit to include the break. The annual winter break does not extend the 45 day limit for approved breaks that are greater than 14 days. Students enrolled in the Comprehensive Exam only are classified as less than half-time. Changes to enrollment status may affect a student's financial aid eligibility and loan repayment times.

Course Delivery

Online Courses

In general, online courses are six (6) weeks in length. Doctoral Capstone Seminar and dissertation courses are nine (9) weeks in length. Specific weekly log-in requirements are built into the design of each course and monitored over the Internet through the online learning platform. The course structure allows students to take the initiative to learn weekly content on their own time and provides carefully developed learning activities that allow students to optimize their knowledge processing/application efforts. Course objectives are clearly stated and assessed through multiple measures.

Denver Instructional Site Courses

In general, Denver Instructional Site students complete courses that are six (6) weeks in length. Doctoral Capstone Seminar and dissertation courses are nine (9) weeks in length. The University offers courses and programs using the following delivery modalities:

Evening Courses

Evening Courses meet three (3) hours, two (2) times per week for six (6) weeks courses. Doctoral Capstone Seminar courses meet three (3) hours, two (2) times per week for nine (9) weeks. Dissertation Planning I and II courses meet three hours, four times over each of the nine week periods.* Dissertation courses

encompass collaboration with the Dissertation Chair and Committee several times over multiple nine-week periods.

**Note: Students who miss one, three-hour session of Dissertation Planning I or II will be withdrawn from the course and will be required to repeat the course.*

Weekend Courses

Weekend Courses meet six (6) hours, one (1) time per week for six (6) weeks. Doctoral Capstone Seminar courses meet six (6) hours, one (1) time per week for nine (9) weeks. Dissertation Planning I and II courses meet three (3) hours, four (4) times over each of the nine (9) week periods.* Dissertation courses encompass collaboration with the Dissertation Chair and Committee several times over multiple nine-week periods.

**Note: Students who miss one, three-hour session of Dissertation Planning I or II will be withdrawn from the course and will be required to repeat the course.*

Non-Term Format Attendance Policies:

Online Course Attendance Policy

Students taking classes in an accelerated format are expected to attend each week. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded discussion forum or submitting a written assignment. Postings not related to graded discussion forums or written assignments not related to the actual assignment may be reviewed and disqualified for attendance purposes.

Each instructional week begins on a Tuesday and concludes on the following Monday. A student is recorded either absent or present each day based on participation in an academic activity. All recorded time stamps for assignment submissions, discussion board posts, and attendance records reflect Mountain Time Zone.

Students who do not attend at least once in any seven (7) consecutive day period will be issued an attendance warning. Students who do not attend at least once in any 14 consecutive day period will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn. Students who are enrolled in courses concurrently and are meeting attendance requirements for at least one course will not be administratively withdrawn from the University, but will be dropped from any courses in which attendance requirements are not being met.

Students who enroll in courses containing an in-residence requirement are expected to attend the full sixteen (16) hours of instructional time. Failure to attend 90% or greater, at least fourteen (14) hours, of instructional time during the in-residence weekend will result in the student being withdrawn from the course and he or she will be required to repeat the course.

Please refer to drop policies for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend within 14 days of their last date of attendance will be administratively withdrawn from the University. A student's last date of attendance following successful completion of a course is the end date of that course. The University may schedule breaks during which no courses are scheduled. When this

occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Policies and Information* section in this *Catalog*.

Note: New students who do not meet attendance requirements for the first week of their first course, or do not complete their first course, will be administratively withdrawn from the University and must work with their Admissions Counselor to reschedule their enrollment in the program.

Dissertation Courses

Dissertation courses for students enrolled online are supplemented by an online classroom environment where students are expected to actively participate. The standard *Online Course Attendance Policy* applies for dissertation courses.

Academic Participation

In addition to meeting attendance requirements, students attending online courses are expected to participate in their courses by actively engaging in weekly discussion forums with substantial posts and completing the required assignments for each week. A list of all assignments can be found within the course guide in each online class and also by week in the weekly instructional units.

Failure to meet academic participation requirements may negatively impact an assignment and/or course grade. Failure to complete the introductory posting on the first day of each course may result in a grade deduction on the assignment. All recorded time stamps for assignment submissions, discussion board posts and attendance records will reflect Mountain Time Zone.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Denver Instructional Site Course Attendance Policy

While courses meet on scheduled days during the week, each instructional week begins on a Tuesday and concludes on the following Monday. Students are expected to attend all class sessions in which they are scheduled. If a student has a compelling reason to be absent from a class, he or she must discuss that absence in advance with the instructor. Students may not miss the first class session in a course unless they have prior written permission from the instructor teaching the course. Students are responsible for arranging to obtain class materials and assignments for the class time they miss. Faculty members will keep accurate records of student attendance and report attendance to the Registrar's Office at the end of each class session.

Students may not attend classes for which they are not officially enrolled. If students who are not listed on the class roster attend a class, the instructor will refer them to the Registrar's Office for proper enrollment. Whether or not to allow the student to remain in the class for that session is left to the discretion of the course instructor.

Students who do not attend at least once in any seven (7) consecutive day period will be issued an attendance warning.

Students who do not attend at least once in any 14 consecutive day period will be dropped from the course and administratively withdrawn from the University retroactive to the last date of recorded attendance. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn. Students who are enrolled in courses concurrently and are meeting attendance requirements for at least one course will not be administratively withdrawn from the University, but will be dropped from any courses in which attendance requirements are not being met.

Please refer to the Course Drop policy for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend within 14 days of their last date of attendance will be administratively withdrawn from the University. A student's last date of attendance following successful completion of a course is the end date of that course. The University may schedule breaks during which no courses are scheduled. When this occurs, such as during the annual winter break, the non-enrollment period may extend the 14 day limit to include the break.

For information regarding the determination of withdrawal date, please see the Withdrawal from the University Policy in this section of this Catalog.

Dissertation: Dissertation courses for students enrolled at the Denver Instructional Site are supplemented by an online classroom environment where students are expected to actively participate. The standard *Online Course Attendance Policy* applies for dissertation courses.

Inclement Weather/School Closures: In the event of a school closure, class session(s) will be made up within one week. The instructor will work with students and the Registrar's Office to determine the date and time of the rescheduled class session.

Online Courses: Students who register for an online course are required to meet the attendance requirements outlined in the Online Course Attendance Policy in this Catalog.

Academic Participation

In addition to meeting attendance requirements, students attending Denver Instructional Site courses are expected to participate in their courses by actively engaging in weekly discussions completing the required assignments for each week. Failure to meet academic participation requirements may negatively impact an assignment and/or course grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Breaks in Attendance

Students who plan to take a break in attendance of greater than 14 days from their last date of attendance but less than 45 days from the end of the course they last attended may provide a written confirmation of their intent to return and will not be administratively withdrawn, provided they return as scheduled.

Written confirmations must be provided via the *Break Request* form in the Student Portal, and should be submitted within 14 days of the last date of attendance. Break requests allow students to postpone the start date of their next scheduled course and maintain an active status with the University. New

students must complete their first course in order to be eligible for a break.

Exceptions to submitting a break request through the Student Portal may be made to allow a break request to be submitted via email from the student's email address on record for students with extreme extenuating circumstances who are unable to access the Student Portal. Students who are unable to select their preferred date in the form must contact their Admissions Counselor or Student Advisor for guidance on submitting a break request via email.

Students who fail to return on their scheduled return date or do not attend within the first seven (7) days of the course they are scheduled for when returning from an approved break will be administratively withdrawn. Please note that administrative withdrawal may occur at any point in a student's enrollment when 14 consecutive days of non-attendance occur, whether within an active course or between the last date of attendance in a prior course and first date of attendance in a subsequent course. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn.

Course Drop

Students who wish to drop a course must do so by contacting their Student Advisor or Registrar Advising Specialist.

Drop Deadlines:

9-week course = Week 1

6-week course = Week 1

Dropping a Course

Courses dropped within the first week do not appear on the transcript. Students are responsible for initiating the drop course process including contacting their advisor. After the first week, students who wish to drop a course must notify their advisor. Please see the *Tuition Refund Policy* in the *Tuition, Fees, and Financial Aid* section of the *Catalog* to determine if a tuition adjustment is necessary.

Students who drop or are administratively dropped after the first week of class and prior to 67% of instructional time or 2/3 of the course will receive a grade of "W." A grade of "W," which has no numerical value and therefore does not affect the student's GPA calculation, will appear on the transcript. If a student chooses to drop or is administratively dropped from a course after 67% of instructional time or 2/3 of the course has elapsed, a grade of "WU" will be issued, which has numerical value and will affect the student's GPA calculation. Students in Pass/Fail courses will receive a "W" for drops after 67% of instructional time or 2/3 of the course has elapsed. Both "W" and "WU" grades are attempted and will count negatively toward the successful completion rate when reviewing satisfactory academic progress.

In-Residence Course Attendance and Retake Policies:

Students who enroll in courses containing an in-residence requirement are expected to attend the full sixteen (16) hours of instructional time. Failure to attend 90% or greater, at least fourteen (14) hours, of instructional time during the in-residence weekend will result in the student being withdrawn from the course and he or she will be required to repeat the course. Students cannot appeal the 90% in-residence attendance requirement for this course. Students may not transfer any points earned in the in-residence portion of a course to a future course. Should a student withdraw from or fail a course with a

corresponding in-residence component, both the in-residence and the course portion will have to be retaken.

Please note that course drop dates are based on a student's last date of attendance in the course.

Consecutive Course Drops

Students only meeting attendance requirements in the first week of a course for three (3) consecutively enrolled courses at University of the Rockies will be administratively withdrawn for a period of no less than nine (9) months from the student's last date of attendance. Students who have been withdrawn may appeal this policy by contacting their Student Advisor or Registrar Advising Specialist. Appeals will be reviewed by the University Registrar or designee. The outcome of the appeal will be submitted to the student in writing. Students who have an appeal denied will remain administratively withdrawn for a period of no less than nine (9) months from the student's last date of attendance. Students who have an approved appeal and do not successfully complete their next scheduled course will be withdrawn for a period of no less than nine (9) months.

Withdrawal from the University

Students wishing to officially withdraw from University of the Rockies must notify their assigned Admissions Counselor, Student Advisor, or other advisor within the Admissions, Student Services, or Registrar departments. Students choosing to notify their advisor verbally of their intent to withdraw may be asked to fill out a written request to withdraw.

Please refer to drop policies for grade implications when not meeting attendance requirements. Students who drop a course or are dropped for not meeting attendance requirements and do not attend within 14 days of their last date of attendance will be administratively withdrawn. A student's last date of attendance following completion of a course is the end date of that course. Students who attend on the first day following 14 consecutive days of non-attendance will not be dropped from their course or administratively withdrawn. The University may schedule breaks during which no courses are scheduled, such as during the annual winter break. When this occurs, the break may extend the 14 day limit to include the break.

For information regarding the determination of withdrawal date, please see the *Withdrawal from the University* policy in the *General Academic Information and Policies* section in this *Catalog*.

Satisfactory Academic Progress (SAP) Policy Overview

We are dedicated to the academic success of our students. As such, the following policy outlines the academic requirements for University of the Rockies programs and how they are measured to ensure that students are making satisfactory academic progress toward successful degree completion. This policy applies to all graduate-level coursework attempted at University of the Rockies, regardless of date attempted.

Academic and Financial Aid Warning, and Academic and Financial Aid Probation statuses provide an opportunity for students to improve academic performance and meet overall requirements for degree completion. Students placed on one of these statuses should meet with their advisor to discuss course scheduling and to plan for remediation.

Please contact the University of the Rockies University

Registrar, or email academic.progress@rockies.edu with any questions concerning the requirements outlined in this policy.

Graduate Non-Term-Based Program Measures:

Master's Program Definitions

Week = 7 calendar days

Full Academic Year Definition = a minimum of 36 weeks of instructional time and either 18 successfully earned credits of coursework or 4 successfully earned credits of thesis work that apply toward the student's program of study. The credit requirement may be met through a combination of experiences and will be prorated as follows: 1 credit of coursework equals 1/18 of an Academic Year and 1 credit of thesis work equals 1/4 of an Academic Year.

A full Academic Year consists of 2 increments that may be referenced as payment periods, financial aid payment periods, or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Doctoral Program Definitions

Week = 7 calendar days

Full Academic Year Definition = a minimum of 36 weeks of instructional time and either 18 successfully earned credits of coursework or 6 successfully earned credits of practicum or 4 successfully earned credits of dissertation courses that apply toward the student's program of study. The credit requirement may be met through a combination of experiences and will be prorated as follows: 1 credit of coursework equals 1/18 of an Academic Year, 1 credit of practicum equals 1/6 of an Academic Year, and 1 credit of dissertation courses equals 1/4 of an Academic Year.

A full Academic Year consists of 2 increments that may be referenced as payment periods, financial aid payment periods, or Satisfactory Academic Progress (SAP) increments.

- The first payment period in the Academic Year ends when half of the credits and weeks required for a completed Academic Year have been met.
- The second payment period in the Academic Year ends when the requirements for a completed Academic Year have been met.

Final Academic Year Exceptions:

- For any remaining portion of a program that is half of an Academic Year or less, the remaining portion is treated as a single payment period.
- For any remaining portion of a program that is more than half of an Academic Year but less than a full Academic Year, the remaining portion is divided into two payment periods and the first payment period is the period in which the student successfully completes half of the credits and half of the weeks of instructional time in the remaining portion.

Satisfactory Academic Progress (SAP) is evaluated at the end of each payment period.

Graduate students must meet the following minimum qualitative and quantitative requirements to make satisfactory academic progress:

- Cumulative GPA in University of the Rockies coursework for all graduate students = 3.00;
- Cumulative GPA includes all graduate-level coursework attempted at University of the Rockies, excluding grades of NP, P, PR, I, or W. Only the later grade is counted in the cumulative GPA when a course is repeated;
- Grade points earned at another college are not used in the computation of the grade point average at University of the Rockies;
- Successful Completion Rate = 67% or 2/3 of all attempted credits. Attempted graduate-level credits are all University of the Rockies course attempts recorded on the academic transcript, including repeated courses, withdrawals, and incompletes, as well as transfer credits that apply toward the student's current degree program. Grades that count negatively against successful completion rates include I, W, WU, NP, and U;
- Repeated courses count negatively against successful completion rates, once repeated; and
- Successful completion of all program requirements must be accomplished within 150% of the normal length of the program as measured in credits attempted towards the program. Credits accepted and applied in transfer towards the student's current degree program are included as attempted and earned credits in determining the maximum timeframe.
- If at any point during the program it becomes clear that a student will not be able to successfully complete all program requirements at the conclusion of 150% of the normal length of a program as measured in credits, that student will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid.

Satisfactory Academic Progress (SAP) Review and Evaluation

Satisfactory Academic Progress (SAP) is reviewed at regular SAP increments. Students are evaluated against both qualitative and quantitative standards at the conclusion of a SAP increment. Students who have an outstanding incomplete grade at the time of SAP review may not be allowed to continue until the incomplete grade is successfully completed. After each evaluation, students who do not meet SAP standards will be notified in writing.

SAP increments will be adjusted to coincide with the payment period. Please note any of the following activities may have an impact on the student's payment period which may result in a SAP review that may not be congruent with the standard SAP increment:

- Changing program of study;
- Returning to the University after being officially or unofficially withdrawn;
- Retaking coursework in which a passing grade was earned;
- Returning after being out of attendance over 180 days;
- Completing courses which do not apply to the student's program of study; and/or
- Taking courses concurrently.

Additionally, if it is determined that a Satisfactory Academic Progress review did not align with the Financial Aid Payment Period, SAP will be reevaluated to coincide with the current Financial Aid Payment Period and could affect the outcome of the previous SAP review.

Academic and Financial Aid Warning

Students who do not meet the minimum requirements for making satisfactory academic progress at the time of evaluation are placed on Academic and Financial Aid Warning for the following SAP increment.

Students are given up to one SAP increment to meet the requirements for satisfactory academic progress. All coursework attempted after the term during which the student did not meet satisfactory academic progress is counted as a part of the Academic and Financial Aid Warning period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Warning period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal for Readmission after Dismissal* policy in this section of the *Catalog*.

Academic and Financial Aid Probation

Students who have been granted an appeal for readmission after dismissal following a period of Academic and Financial Aid Warning may be placed on Academic and Financial Aid Probation for the following SAP increment/payment period and may be required to follow an Academic Plan.

Students will be given up to one SAP increment to meet the requirements for satisfactory academic progress. All coursework attempted after the period during which the student did not meet satisfactory academic progress will be counted as a part of the Academic and Financial Aid Probation period.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation. Students may be required to re-take coursework previously completed in order

to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Probation period, students who do not meet the requirements for satisfactory academic progress will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal for Readmission after Dismissal* policy in this section of the *Catalog*.

Probation—Academic Plan

Students who are approved by the Appeal Committee for re-admission after dismissal following a period of Academic and Financial Aid Probation, after a period on Probation—Academic Plan or after dismissal due to exceeding the maximum time frame are placed on Probation—Academic Plan, and are required to meet specific academic requirements outlined in writing in an academic plan from the Registrar's Office. Students are provided with an academic plan to assist the student in meeting regular SAP requirements within a specific period of time. Students may be limited in the number of courses for which they are scheduled while on Probation—Academic Plan. It is the student's responsibility to adhere to the academic plan.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Probation—Academic Plan. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting satisfactory academic progress and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

Students will be placed on Probation—Academic Plan for the first payment period/SAP increment while on the academic plan. Students on Probation—Academic Plan are reviewed against the progression requirements outlined in the academic plan. Students who are not meeting plan requirements at the time of review will be dismissed from the University. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Appeal for Readmission after Dismissal* policy in this section of the *Catalog*.

Appeal for Readmission after Dismissal

Students who have been dismissed from the University for failure to meet satisfactory academic progress requirements may appeal to be readmitted. Appeals must be submitted to academic.progress@rockies.edu and will be evaluated by an Appeal Committee made up of the University Registrar or designee and the appropriate school Dean or designee who has oversight in the student's program of study. The decision of the committee will be communicated in writing to the student by the Registrar's Office.

Additionally, the student's appeal letter must include:

- a reasonable explanation for the student's academic performance to date, which includes mitigating circumstances such as student injury/illness, death of a student's family member, or other reasons resulting in undue hardship to the student;
- reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances,

experience, and/or successful completion of graduate-level credits during the period of absence; and

- a plan for completion of the coursework required to meet satisfactory academic progress during the following payment period.

The passage of time does not substantiate eligibility for readmission or appeal for readmission. However, students who have experienced mitigating circumstances and have been dismissed from the University for failure to meet satisfactory academic progress requirements and have been denied readmission after an appeal, may submit another appeal to be readmitted after one or more years have elapsed since their last appeal. The appeal must meet the criteria outlined above and the student must present reasonable evidence that they have the ability to succeed in an academic program due to changed circumstances, experience, and/or successful completion of graduate level credits since the last appeal was submitted.

Section Nine



Degree Programs and Graduate Certificates

University of the Rockies offers Master's and Doctorate degree programs and Graduate Certificates in the social and behavioral sciences through three schools. The School of Professional Psychology prepares tomorrow's counselors, coaches, and psychologists for the future. The School of Organizational Leadership offers graduate studies for leaders of every kind of organization, large and small. The School of Social, Human, and Educational Development prepares professionals in education, human services, sociology, and human development for leadership and professional service. Students may also choose from among a variety of specializations within most degree programs.

Graduate Certificate Programs

University of the Rockies offers Graduate Certificate programs online and at the Denver Instructional Site for non-degree seeking students. Students earn graduate-level credit and gain exposure to various fields in social and behavioral sciences. Students enrolled in a degree-seeking program are not eligible for a graduate certificate.

Please note: Certificate programs may not be available to residents of every state.

Graduate Certificate in Business Psychology (15 credits)

Offered at the Denver Instructional Site and Online
Emphasis is on the application of organizational psychology principles and theories in the management of teams and organizations, with an emphasis on nurturing diversity, teamwork, and ethical behavior.

Course		Credits
ORG 6503	Organizational Theories & Systems	3
ORG 6505	Diagnosing Organizations	3
ORG 6506	Leading Organizational Change	3
ORG 6600	Principles of Human Resource Management	3
ORG 5525	Psychology of Marketing & Purchasing Behavior	3

Graduate Certificate in Criminology and Justice Studies (15 credits)

Offered at the Denver Instructional Site and Online
Study our nation's legal system and the origins of law. Apply the principles of psychology to analyze and assess complex law enforcement strategies.

Course		Credits
ORG 5574	Criminal Justice Organizations & their Functions	3
ORG 6570	Victimology: Theory, Research & Policy	3
ORG 6572	Law Enforcement & Communities	3
ORG 6574	Law & Society	3
ORG 6580	Correctional Philosophies & Strategies	3

Graduate Certificate in General Psychology (15 credits)

Offered at the Denver Instructional Site and Online
Emphasis is on building a solid foundation of knowledge in the science of psychology, including human development, and the biological, cognitive, emotional, and social bases of behavior.

Course		Credits
PSY 5130	Lifespan Development	3
PSY 5330	History of Psychology	3
PSY 6501	Psychology of Personality	3
PSY 5410	Physiological Bases of Behavior	3
PSY 5520	Cognitive & Affective Bases of Behavior	3

Graduate Certificate in Organizational Leadership (15 credits)

Offered at the Denver Instructional Site and Online
Emphasis is on applying leadership training in the non-profit, civilian, governmental, or private companies in fields ranging from accounting and finance to operations, marketing, and program/product management.

Course		Credits
ORG 5520	Social Psychology	3
ORG 6503	Organizational Theories & Systems	3
ORG 6515	Social Capital (Networking in Organizations)	3
ORG 6506	Leading Organizational Change	3
ORG 6525	International Leadership	3

Completion Requirements

To be eligible for Graduate Certificate program completion, a student must successfully:

- Complete the approved program of 15 credits;
- Earn a minimum cumulative grade point average of 3.00; and
- Submit a *Completion of Certificate* form.

Please note: Upon acceptance to a University of the Rockies degree program, up to 15 credits of non-degree seeking coursework may be applied to a Master's degree program.

School of Organizational Leadership

Mission Statement - School of Organizational Leadership
Within the mission of University of the Rockies, the School of Organizational Leadership provides high quality, accessible degree programs that develop the expertise and competence required for individuals to lead contemporary organizations.

Degree Programs

Master of Arts (MA) in Organizational Development and Leadership

- Standard Program of Study
- Specializations
 - Corporate Training and E-Learning
 - Innovation and Entrepreneurship
 - Organizational Diversity
 - Risk Management
 - Social Media and Technology
 - Sport, Fitness, and Wellness Management

Master of Arts (MA) in Psychology

- Specializations
 - Business Psychology
 - Criminology and Justice Studies
 - Educational Leadership
 - Health and Wellness Psychology
 - Mediation and Conflict Resolution
 - Mental Health Administration
 - Non-Profit Management
 - Organizational Leadership

Doctor of Philosophy (PhD) in Organizational Development and Leadership

- Standard Program of Study
- Specializations
 - Corporate Training and E-Learning
 - Innovation and Entrepreneurship
 - Organizational Diversity
 - Risk Management
 - Social Media and Technology
 - Sport, Fitness, and Wellness Management

Doctor of Psychology (PsyD)

- Specializations
 - Business Psychology
 - Criminology and Justice Studies
 - Educational Leadership
 - Health and Wellness Psychology
 - Mediation and Conflict Resolution
 - Mental Health Administration
 - Non-Profit Management
 - Organizational Leadership

Master of Arts in Organizational Development and Leadership (Standard Program of Study)

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Organizational Development and Leadership program is designed for students who have a baccalaureate degree in any academic discipline and who seek careers in the application of psychological science and principles to improving the design, development, structure, and operation of organizations.

The Master of Arts in Organizational Development and Leadership is designed both for students who desire Master’s level preparation to practice and for those preparing to enter a doctoral program in the field. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmaodl for Denver Instructional Site program information and www.rockies.edu/pd/omaodl for online program information.

*The Master of Arts in Organizational Development and Leadership program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Organizational Development and Leadership program will be able to:

1. Apply the methods and principles of psychological research in organizations;
2. Evaluate the impact of social and cultural diversity in organizations;
3. Assess organizations’ performance, structure, and development;
4. Analyze concepts and demonstrate skills that are fundamental to ethical practices in Organizational Development and Leadership;
5. Demonstrate an understanding of the complexity of organizational systems and functions as an effective change agent through evidence-based application of psychological research in organizations; and
6. Design appropriate organizational learning and development solutions based upon principles of human performance technology.

Program Requirements

Course	Credits
ORG 6504 Leadership & Management	3
ORG 6523 Teams in Organizations	3
ORG 6503 Organizational Theories & Systems	3
ORG 6506 Leading Organizational Change	3
ORG 6534 Human Resources Management	3
ORG 5100 Assessment–Tests & Measurements	3
ORG 6405 Applied Research Methods	3
ORG 6512 Training & Development	3
ORG 6505 Diagnosing Organizations	3
ORG 5520 Social Psychology	3
ORG 6520 Professional Ethics, Standards of Practice & Law*	3
ORG 6511 Introduction to Human Performance Management	3
ORG 6522 Fundamentals of Coaching	3
Comprehensive Exam	
Total Credits	39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Organizational Development and Leadership, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Development and Leadership.

Master of Arts in Organizational Development and Leadership, Corporate Training and E-Learning Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Organizational Development and Leadership, Corporate Training and E-Learning Specialization program is designed for students who have a baccalaureate degree in any academic discipline, and who seek careers in the application of psychological science and instructional principles within the field of training. Students will learn to conduct needs analyses, design, develop, implement, and evaluate training courses, programs, and initiatives. Program graduates will be prepared for roles such as instructional designer, corporate trainer, and internal/external performance consultant. The curriculum focuses on both the theoretical foundation and practical application of various training approaches. An emphasis is placed on adult learning, human development, instructional best practices, and emerging technological tools that support learning in the corporate environment.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmaodl for Denver Instructional Site program information and www.rockies.edu/pd/omaodl for online program information.

* The Master of Arts in Organizational Development and Leadership, Corporate Training and E-Learning Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Organizational Development and Leadership, Corporate Training and E-Learning Specialization program will be able to:

1. Apply the methods and principles of instructional design and psychological research in organizations;
2. Assess individual and organizational performance to identify training and development needs;
3. Apply appropriate training solutions to improve individual and organizational performance and enhance development;
4. Evaluate the quality and impact of training in organizations;
5. Analyze concepts and demonstrate skills that are fundamental to ethical practices in Training, Organizational Development, and Leadership; and
6. Analyze the complexity of organizational systems and functions through evidence-based application of psychological research.

Core Course Requirements

Course		Credits
ORG 6504	Leadership & Management	3
ORG 6523	Teams in Organizations	3
ORG 6503	Organizational Theories & Systems	3
ORG 6506	Leading Organizational Change	3
ORG 6534	Human Resources Management	3
ORG 5100	Assessment–Tests & Measurements	3
ORG 6405	Applied Research Methods	3
<i>Specialization Requirements</i>		
ORG 6200	Adult Learning & Human Development	3
ORG 6210	Instructional Systems Design	3
ORG 6212	21st Century Learning Methods & Modalities	3
ORG 6215	E-Learning & Instructional Technology	3
ORG 6217	Ethical & Legal Issues in Training & Development	3
ORG 6220	Training & Facilitation Skills	3
Comprehensive Exam		
Total Credits		39

Graduation Requirements

To be eligible for the Master of Arts in Organizational Development and Leadership, Corporate Training and E-Learning Specialization a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Development and Leadership, Corporate Training and E-Learning Specialization.

Master of Arts in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization program prepares students to pursue a wide variety of career opportunities, including senior management positions in corporations, governments, and not-for-profit/non-governmental organizations. It is designed for students with a baccalaureate degree in any academic discipline who wish to work in or lead innovation within organizations, including entrepreneurial ventures. The curriculum provides the foundations for managing and driving innovation and for the startup and management of entrepreneurial ventures, with an emphasis on application of principles and practices to a range of potential innovations.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmaodl for Denver Instructional Site program information and www.rockies.edu/pd/omaodl for online program information.

* The Master of Arts in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization program will be able to:

1. Evaluate and apply research in entrepreneurship;
2. Analyze and apply principles and practices of product and service development and management;
3. Apply methods and principles of financing development and growth;
4. Evaluate potential viability/feasibility of marketing and managing innovations;
5. Apply skills and ethical principles in managing products and services within corporations, public agencies, and/or entrepreneurial ventures;
6. Apply principles and best practices of innovation on entrepreneurial ventures; and
7. Assess the impact of innovations and entrepreneurial ventures on internal and external stakeholders (including the evaluation of social and cultural diversity in organizations).

Core Course Requirements

Course		Credits
ORG 6504	Leadership & Management	3
ORG 6523	Teams in Organizations	3
ORG 6503	Organizational Theories & Systems	3
ORG 6506	Leading Organizational Change	3
ORG 6534	Human Resources Management	3
ORG 5100	Assessment–Tests & Measurements	3
ORG 6405	Applied Research Methods	3
<i>Specialization Requirements</i>		
ORG 6800	Foundations of Entrepreneurship	3
ORG 6802	Product & Service Development & Management	3
ORG 6805	Financing Development, Innovation & Growth	3
ORG 6807	Marketing & Managing Innovation	3
ORG 6810	Measuring & Managing Innovation	3
ORG 6812	Managing through Growth Stages	3
Comprehensive Exam		
Total Credits		39

Graduation Requirements

To be eligible for the Master of Arts in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Development and Leadership , Innovation and Entrepreneurship Specialization.

Master of Arts in Organizational Development and Leadership, Organizational Diversity Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Organizational Development and Leadership, Organizational Diversity Specialization program is designed for students who have a baccalaureate degree in any academic discipline and who seek careers applying principles related to diversity in the workplace. Students in the specialization will gain knowledge about the theory, policy, and dynamics of human differences and the influence that these differences can have in practice on an organizational system.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmaodl for Denver Instructional Site program information and www.rockies.edu/pd/omaodl for online program information.

*The Master of Arts in Organizational Development and Leadership, Organizational Diversity Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Organizational Development and Leadership, Organizational Diversity Specialization program will be able to:

1. Apply the theory and practice of organizational leadership to individuals, teams, and organizations;
2. Examine the influence that human differences have on individuals and teams in organizations;
3. Evaluate concepts that are critical to ethical practices in organizational leadership;
4. Explore the history of the policy and practice of diversity, organizational leadership, and management;
5. Design appropriate organizational change solutions based upon principles of human resources and management;
6. Identify appropriate leadership skills to address the dynamics of human differences and the influence that these differences can have in practice on an organizational system; and
7. Communicate an understanding and sensitivity to issues of diversity and people from diverse backgrounds and cultural perspectives.

Core Course Requirements

Course		Credits
ORG 6504	Leadership & Management	3
ORG 6523	Teams in Organizations	3
ORG 6503	Organizational Theories & Systems	3
ORG 6506	Leading Organizational Change	3
ORG 6534	Human Resources Management	3
ORG 5100	Assessment–Tests & Measurements	3
ORG 6405	Applied Research Methods	3
Specialization Requirements		
ORG 6499	Cultural Diversity & Individual Differences	3
ORG 5520	Principles of Social Psychology	3
ORG 6701	Emotional Intelligence & Diversity	3
ORG 6705	Cross-Cultural Communication	3
ORG 6522	Fundamentals of Coaching	3
ORG 6710	Strategic Diversity Management	3
Comprehensive Exam		
Total Credits		39

Graduation Requirements

To be eligible for the Master of Arts in Organizational Development and Leadership, Organizational Diversity Specialization a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Development and Leadership, Organizational Diversity Specialization.

Master of Arts in Organizational Development and Leadership, Risk Management Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Organizational Development and Leadership, Risk Management Specialization program is designed for students with career aspirations to be Risk Management Specialists. Students will master and apply the theories and processes of enterprise risk management to improve domestic and global organizational strategic planning, development, execution, and assessment as related to organizational systems and personnel. This includes the theoretical and practical study of risk management, including processes of planning, organizing, and controlling the activities of an organization in order to minimize the effects of risk on the organization.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmaodl for Denver Instructional Site program information and www.rockies.edu/pd/omaodl for online program information.

* The Master of Arts in Organizational Development and Leadership, Risk Management Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Organizational Development and Leadership, Risk Management Specialization program will be able to:

1. Examine the historical foundations and emergence of the field of Risk Management;
2. Evaluate and apply theoretical and practical knowledge of Risk Management in organizations;
3. Identify and evaluate the impact of risk upon various organizational processes and systems;
4. Assess leadership behavior as impacted by risk management and as related to change management, decision making and general leadership abilities;
5. Evaluate fundamental human resource functions and issues as they relate to risk management; and
6. Analyze implications of effective risk management in global business environments.

Core Course Requirements

Course		Credits
ORG 6504	Leadership & Management	3
ORG 6523	Teams in Organizations	3
ORG 6503	Organizational Theories & Systems	3
ORG 6506	Leading Organizational Change	3
ORG 6534	Human Resources Management	3
ORG 5100	Assessment-Tests & Measurements	3
ORG 6405	Applied Research Methods	3

Specialization Requirements

ORG 6420	Fundamentals of Risk Management & Organizational Strategy	3
ORG 6423	Leadership's Impact on Organizational Risk Management	3
ORG 6425	Fundamentals of Risk Management Tools & Terminology	3
ORG 6430	Managing Risk in Organizational Change Management	3
ORG 6434	Human Resources & Risk Management	3
ORG 6440	Risk Management in a Global Environment	3
Comprehensive Exam		
Total Credits		39

Graduation Requirements

To be eligible for the Master of Arts in Organizational Development and Leadership, Risk Management Specialization a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Development and Leadership, Risk Management Specialization.

Master of Arts in Organizational Development and Leadership, Social Media and Technology Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Organizational Development and Leadership, Social Media and Technology Specialization program is designed for students who have a baccalaureate degree in any academic discipline, who seek careers in the application of both psychological principles and theories of media and technology to improving the design, development, structure, and operation of organizations. The Master of Arts in Organizational Development and Leadership is designed both for students who desire Master’s level preparation to practice and for those preparing to enter a doctoral program in the field. The course will cover all aspects of how technology is not just about the latest iPhone application or handheld device, but is deeply embedded in how organizations transform themselves. Students will also explore theories of how people communicate and form identity through social media, as well as how media and communication technologies sit within and outside organizations. Other topics will include the ethics surrounding the integration of information and communication technology (ICT) into organizations, the role of ICTs in decision-making, and leadership effectiveness.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmaodl for Denver Instructional Site program information and www.rockies.edu/pd/omaodl for online program information.

* The Master of Arts in Organizational Development and Leadership, Social Media and Technology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Organizational Development and Leadership, Social Media and Technology Specialization program will be able to:

1. Apply the theory and principles of organizational leadership to individuals, teams, and organizations;
2. Analyze concepts and demonstrate skills that are fundamental to ethical practices in organizational leadership;
3. Design appropriate organizational change solutions based upon principles of human resources and management;
4. Examine current scholarship in communication and media technologies, and how these technologies are applied to organizational leadership, growth and development;
5. Examine the management and implementation of current and/or emerging technology projects in organizations; and
6. Apply theories and current research on technological innovation in organizations to the professional practice of organizational development.

Core Course Requirements

Course		Credits
ORG 6504	Leadership & Management	3
ORG 6523	Teams in Organizations	3
ORG 6503	Organizational Theories & Systems	3
ORG 6506	Leading Organizational Change	3
ORG 6534	Human Resources Management	3
ORG 5100	Assessment–Tests & Measurements	3
ORG 6405	Applied Research Methods	3
<i>Specialization Requirements</i>		
ORG 6900	Technology, Communication & Media in Organizations	3
ORG 6902	Effects of Technology Projects in Organizations	3
ORG 6905	Emerging Media & Social Networking in Organizations	3
ORG 6907	Technology Innovation in Organizations	3
ORG 6910	Introduction to Organizational Development Facilitation Using Technology	3
ORG 6912	Current Trends: How Media & Communication Technologies are Transforming Leadership in Organizations	3
Comprehensive Exam		
Total Credits		39

Graduation Requirements

To be eligible for the Master of Arts in Organizational Development and Leadership, Social Media and Technology Specialization a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Development and Leadership, Social Media and Technology Specialization.

Master of Arts in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization program is designed for students who have a baccalaureate degree in any academic discipline and who seek careers in the field of sport, wellness, and/or fitness management. Students will complete a degree program that addresses principles to improve the design, development, structure and operation of organizations and emphasizes the complexity of organizational systems and aspects of facilitating organizational change. Additionally, this specialization focuses on the application of specific sport, wellness, and fitness concepts and affords students a comprehensive curriculum covering the areas of marketing, administration, facilities management, finance, fundraising, law, personnel management, sociology and ethics.

This program is an ideal complement for professionals in the area(s) of sport performance psychology, coaching, organizational wellness and/or sport industry consulting. This program prepares students for positions in professional sport, interscholastic and intercollegiate athletics, college and university recreation and intramural programs, coaching, sport facility management, sport marketing, sport industry consulting, community sport programs, and fitness/wellness management. In addition, the curriculum prepares students to enter a doctoral program after course completion, if desired.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmaodl for Denver Instructional Site program information and www.rockies.edu/pd/omaodl for online program information.

* The Master of Arts in Organizational Development and Leadership Sport, Fitness, and Wellness Management Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization program will be able to:

1. Demonstrate competence in the theories, practices, and concepts associated with the management and leadership of sport, fitness, and wellness;
2. Demonstrate an understanding of the impact sociological concepts and ethical trends have in sport, fitness, and wellness settings that can influence the field;
3. Evaluate and apply marketing theory, mass communication/promotional concepts, and public relations that are paramount to the success of the sport, fitness, and wellness manager;

4. Interpret the importance of controlling budgeting, finance, and the use and application of fundraising and other economic concepts in the sport, fitness, and wellness management field; and
5. Demonstrate an understanding of the potential legal and risk management issues with event and facility management.

Core Course Requirements

Course		Credits
ORG 6504	Leadership & Management	3
ORG 6523	Teams in Organizations	3
ORG 6503	Organizational Theories & Systems	3
ORG 6506	Leading Organizational Change	3
ORG 6534	Human Resources Management	3
ORG 5100	Assessment—Tests & Measurements	3
ORG 6405	Applied Research Methods	3
<i>Specialization Requirements</i>		
ORG 6740	Sport, Fitness, & Wellness Management	3
ORG 6742	Fundraising & Financial Concepts in Sport, Fitness, & Wellness Management	3
ORG 6745	Marketing in Sport, Fitness, & Wellness	3
ORG 6747	Facilities Management in Sport, Fitness, & Wellness	3
ORG 6750	Legal Concepts & Personnel Leadership in Sport, Fitness, & Wellness	3
ORG 6752	Sociological Aspects & Ethical Issues in Sport, Fitness, & Wellness	3
Comprehensive Exam		
Total Credits		39

Graduation Requirements

To be eligible for the Master of Arts in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization.

Master of Arts in Psychology, Business Psychology Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Business Psychology Specialization program is focused on the application of organizational psychology principles and theories in the management of teams and organizations, with an emphasis on nurturing diversity, teamwork, and ethical behavior. The curriculum prepares students for exceptional career opportunities, especially as an entrepreneur and consultant in new business ventures. Through a wide variety of diverse seminars and courses, students use creativity, breakthrough thinking, human performance, and knowledge and skills to learn how to motivate people and make business more effective. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapsy for Denver Instructional Site program information and www.rockies.edu/pd/omapsy for online program information.

* The Master of Arts in Psychology, Business Psychology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Business Psychology Specialization will be able to:

1. Apply best practice methods and principles based upon published research in psychology to organizational effectiveness;
2. Evaluate the impact of leveraging social, psychological, and cultural diversity in business to create competitive advantage;
3. Assess for-profit businesses' performance, structure, and development from the perspective of human performance, social psychology, and organizational psychology;
4. Exemplify the ethical practice leadership and organizational psychology in the management of teams and organizations; and
5. Demonstrate an understanding of the complexity of organizational systems, functioning as an effective change agent through evidence-based application of research and best practices in organizational psychology.

Core Course Requirements

Course		Credits
ORG 6300	Human Development	3
ORG 5270	Mental Health & Psychopathology in the Workplace	3
ORG 6530	Theories & Techniques of Counseling & Psychotherapy	3
ORG 6499	Cultural Diversity & Individual Differences	3
ORG 6405	Applied Research Methods	3
ORG 5400	Statistics & Research Design	3
ORG 6520	Professional Ethics, Standards of Practice & Law*	3
<i>Specialization Requirements</i>		
ORG 5525	Psychology of Marketing & Purchasing Behavior	3
ORG 6506	Leading Organizational Change	3
ORG 6503	Organizational Theories & Systems	3
ORG 6505	Diagnosing Organizations	3
ORG 6600	Principles of Human Resource Management	3
ORG 6610	Principles of Project, Program, & Operations Management	3
Comprehensive Exam		
Total Credits		39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Business Psychology Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Business Psychology Specialization.

Master of Arts in Psychology, Criminology and Justice Studies Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Criminology and Justice Studies Specialization program is designed for students with a baccalaureate degree in any academic discipline who seek careers in the application of psychological science and principles to criminology and within criminal justice programming. It is appropriate for those who work in administrative roles in the criminal justice system (corrections or the courts) or who want to pursue careers in these, or similar, areas. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapsy for Denver Instructional Site program information and www.rockies.edu/pd/omapsy for online program information.

* The Master of Arts in Psychology, Criminology and Justice Studies Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Criminology and Justice Studies Specialization will be able to:

1. Identify and explain a variety of criminological theories of crime and delinquency;
2. Assess the development, structure, and performance of organizations involved in the criminal justice system and identify the system's complexities and distinctions from the juvenile justice system;
3. Demonstrate an understanding of the history behind law enforcement strategies and address how social changes have yielded adaptations of these strategies to enhance their service to and relationships with communities;
4. Demonstrate an understanding of the origins of law and the role that society plays in the evolution of the legal system, and gain comprehension of the role that law plays in governing responses of criminal justice agencies to offenders and victims;
5. Associate correctional philosophies with correctional programming; and
6. Identify the role of victims in the criminal incident and criminal justice processing and programming.

Core Course Requirements

Course		Credits
ORG 6300	Human Development	3
ORG 5270	Mental Health & Psychopathology in the Workplace	3
ORG 6530	Theories & Techniques of Counseling & Psychotherapy	3
ORG 6499	Cultural Diversity & Individual Differences	3
ORG 6405	Applied Research Methods	3
ORG 5400	Statistics & Research Design	3
ORG 6520	Professional Ethics, Standards of Practice & Law*	3
<i>Specialization Requirements</i>		
ORG 5571	Traditional Criminological Theories	3
ORG 5574	Criminal Justice Organizations & their Functions	3
ORG 6570	Victimology: Theory, Research & Policy	3
ORG 6572	Law Enforcement & Communities	3
ORG 6574	Law & Society	3
ORG 6580	Correctional Philosophies & Strategies	3
Comprehensive Exam		
Total Credits		39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Criminology and Justice Studies Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Criminology and Justice Studies Specialization.

Master of Arts in Psychology, Educational Leadership Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification, licensure, or credentials .*

The Master of Arts in Psychology, Educational Leadership Specialization program is designed for students with a baccalaureate degree in any academic discipline who seek careers in the application of psychological science and principles to leading educational programs, organizations or departments. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapsy for Denver Instructional Site program information and www.rockies.edu/pd/omapsy for online program information.

*The Master of Arts in Psychology, Educational Leadership Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional or a licensed teacher/school administrator. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Educational Leadership Specialization will be able to:

1. Evaluate and apply psychological research in leading educational programs, projects, and organizations;
2. Evaluate the impact of social and cultural diversity in offering education in organizations;
3. Assess human behavior, both normal and abnormal, and demonstrate the ability to facilitate appropriate learning, growth and change;
4. Analyze concepts and demonstrate skills that are fundamental to ethical practice in leading educational programs and organizations;
5. Demonstrate an understanding of the complexity of organizational systems and develop educational initiatives that function effectively in achieving organizational outcomes; and
6. Recognize and integrate appropriate leadership skills in the practice of education in organizations.

Core Course Requirements

Course	Credits
ORG 6300 Human Development	3
ORG 5270 Mental Health & Psychopathology in the Workplace	3
ORG 6530 Theories & Techniques of Counseling & Psychotherapy	3
ORG 6499 Cultural Diversity & Individual Differences	3
ORG 6405 Applied Research Methods	3
ORG 5400 Statistics & Research Design	3
ORG 6520 Professional Ethics, Standards of Practice & Law*	3
<i>Specialization Requirements</i>	
ORG 6508 Adult Learning Theory	3
ORG 6503 Organizational Theories & Systems	3
ORG 6510 Introduction to Human Performance Technology	3
ORG 6512 Training & Development	3
ORG 6506 Leading Organizational Change	3
ORG 6513 Leading & Evaluating Learning Programs	3
Comprehensive Exam	
Total Credits	39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Educational Leadership Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Educational Leadership Specialization.

Master of Arts in Psychology, Health and Wellness Psychology Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Health and Wellness Psychology Specialization program is designed for students with a baccalaureate degree in any academic discipline who seek careers in the application of psychological science and principles to foster employee health and wellness while satisfying the needs of the organization. The Health and Wellness Psychology Specialization prepares the student to ethically support organizations in development of proactive wellness models for the employees that impact state, national, and global community life. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmappy for Denver Instructional Site program information and www.rockies.edu/pd/omappy for online program information.

*The Master of Arts in Psychology, Health and Wellness Psychology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Health and Wellness Psychology Specialization will be able to:

1. Appraise psychological research on health and wellness in organizations;
2. Collect organizational climate data to create strategies for effective change;
3. Design wellness programs and methods that both meet employee needs to improve health and wellness and employer needs to operate a cost-effective, productive workplace;
4. Interpret workplace wellness data to explain employee wellness program needs and to demonstrate the impact of wellness programs on their employer organization; and
5. Manage a sustainable workplace health and wellness program.

Core Course Requirements

Course		Credits
ORG 6300	Human Development	3
ORG 5270	Mental Health & Psychopathology in the Workplace	3
ORG 6530	Theories & Techniques of Counseling & Psychotherapy	3
ORG 6499	Cultural Diversity & Individual Differences	3
ORG 6405	Applied Research Methods	3
ORG 5400	Statistics & Research Design	3
ORG 6520	Professional Ethics, Standards of Practice & Law*	3
<i>Specialization Requirements</i>		
ORG 6340	Critical Issues in the Health of the Nation	3
ORG 6343	Intervention Strategies in Wellness Programs	3
ORG 6346	Best Practices in Health Promotion Management	3
ORG 6350	Wellness Program Leadership	3
ORG 6354	Communication Methods & Technologies in Health Promotion	3
ORG 6358	Evaluating the Impact of Health Promotion Interventions	3
Comprehensive Exam		
Total Credits		39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Health and Wellness Psychology Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Health and Wellness Psychology Specialization.

Master of Arts in Psychology, Mediation and Conflict Resolution Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Mediation and Conflict Resolution Specialization program is designed to provide students with a foundation to become practitioners in conflict mediation and resolution. The program moves students from assessing their own conflict management styles to strategy development in conflict mediation at various organizational levels. Students will learn to apply the complexities of conflict and conflict resolution, and to adapt conflict resolution strategies according to different contextual requirements. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmappy for Denver Instructional Site program information and www.rockies.edu/pd/omapsy for online program information.

*The Master of Arts in Psychology, Mediation and Conflict Resolution Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Mediation and Conflict Resolution Specialization will be able to:

1. Recognize how the complexities of how conflict impact human relations in a variety of contexts, including families, partnerships, marriages, organizations, and communities;
2. Apply the tools available to mediate and resolve conflicts, including appropriate communication techniques and methods;
3. Evaluate causal factors and dynamics leading to conflicts;
4. Assess self-awareness of values and beliefs related to conflict resolution;
5. Assess organizational dynamics of conflict, including cultural diversity and power in groups and organizations;
6. Construct strategies to mediate and resolve conflicts at the group/organizational level; and
7. Implement conflict management strategies at governing policy levels.

Core Course Requirements

Course	Credits
ORG 6300 Human Development	3
ORG 5270 Mental Health & Psychopathology in the Workplace	3
ORG 6530 Theories & Techniques of Counseling & Psychotherapy	3
ORG 6499 Cultural Diversity & Individual Differences	3
ORG 6405 Applied Research Methods	3
ORG 5400 Statistics & Research Design	3
ORG 6520 Professional Ethics, Standards of Practice & Law*	3
<i>Specialization Requirements</i>	
ORG 5600 Theories of Conflict	3
ORG 5601 Diagnosing Conflict	3
ORG 6650 Managing Conflict: Intra- & Interpersonal	3
ORG 5605 Communication Strategies for Conflict Resolution & Mediation	3
ORG 6651 Managing Group & Organizational Conflict	3
ORG 6655 Intercultural, Societal & Global Conflict Resolution & Mediation	3
Comprehensive Exam	
Total Credits	39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Mediation and Conflict Resolution Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Mediation and Conflict Resolution Specialization.

Master of Arts in Psychology, Mental Health Administration Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Mental Health Administration Specialization program is designed for students with a baccalaureate degree in any academic discipline who wish to apply psychological science and principles to leadership, human behavior and performance in mental health service delivery organizations that provide mental health care services at the community, regional or state levels. The program emphasizes leadership in ethical human, physical and fiscal resource planning and management and compliance with mental health policy and law, rather than delivery of mental health services. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapsy for Denver Instructional Site program information and www.rockies.edu/pd/omapsy for online program information.

*The Mental Health Administration Specialization in the Master of Arts in Psychology program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Mental Health Administration Specialization will be able to:

1. Analyze needs and effectiveness of mental health programs/agencies/systems development, structure, and performance;
2. Examine the complexities of mental health delivery systems within the context of special populations and the community-at-large;
3. Develop leadership skills to integrate into the management of mental health delivery systems;
4. Evaluate the impact of social and cultural diversity in mental health program development, the delivery of psychological services, and the operations of the providing agency/system;
5. Exemplify ethical decision-making skills in delivering psychological and mental health services to specific populations and the community-at-large; and
6. Develop written and verbal communication skills to advocate for psychological and mental health policies and treatment methods.

Core Course Requirements

Course		Credits
ORG 6300	Human Development	3
ORG 5270	Mental Health & Psychopathology in the Workplace	3
ORG 6530	Theories & Techniques of Counseling & Psychotherapy	3
ORG 6499	Cultural Diversity & Individual Differences	3
ORG 6405	Applied Research Methods	3
ORG 5400	Statistics & Research Design	3
ORG 6520	Professional Ethics, Standards of Practice & Law*	3
<i>Specialization Requirements</i>		
HUM 5010	Overview of Human Services	3
ORG 6610	Principles of Project, Program, & Operations Management	3
ORG 5100	Assessment – Tests & Measurements	3
ORG 5650	Contemporary Issues in Mental Health Care Compliance	3
ORG 5652	Managing Human Capital in the Mental Health Care Environment	3
ORG 6660	Fiscal Administration in Mental Health Care Systems	3
Comprehensive Exam		
Total Credits		39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Mental Health Administration Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Mental Health Administration Specialization.

Master of Arts in Psychology, Non-Profit Management Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Non-Profit Management Specialization program includes the study of the methods and principles of psychological research in non-profit organizations. Students evaluate the impact of social and cultural diversity in non-profit organizations, including their missions, governance, and operations.

Coursework will also assess non-profit organizations' performance, structure, and development as well as analyze concepts and demonstrate skills that are fundamental to the ethical practice leadership and management in non-profit organizations. As a psychology discipline, the Non-Profit Management Specialization will allow students to demonstrate an understanding of the complexity of organizational systems and functions while also being able to recognize and integrate into non-profit organizations the appropriate leadership skills. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapsy for Denver Instructional Site program information and www.rockies.edu/pd/omapsy for online program information.

*The Master of Arts in Psychology, Non-Profit Management Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Non-Profit Management Specialization will be able to:

1. Apply the methods and principles of published research in non-profit organizations;
2. Evaluate and advocate for the positive impact of embracing socio-cultural diversity in non-profit organizations, including their missions, governance, and operations;
3. Assess non-profit organizations' development, structure, and performance;
4. Analyze concepts and demonstrate skills that are fundamental to the ethical practice of leadership and management in non-profit organizations; and
5. Demonstrate an understanding of the complexity of organizational systems and functions as an effective change agent through evidence-based application of best practices in non-profit organizations.

Core Course Requirements

Course		Credits
ORG 6300	Human Development	3
ORG 5270	Mental Health & Psychopathology in the Workplace	3
ORG 6530	Theories & Techniques of Counseling & Psychotherapy	3
ORG 6499	Cultural Diversity & Individual Differences	3
ORG 6405	Applied Research Methods	3
ORG 5400	Statistics & Research Design	3
ORG 6520	Professional Ethics, Standards of Practice & Law*	3
<i>Specialization Requirements</i>		
ORG 5520	Social Psychology	3
HUM 5010	Overview of Human Services	3
HUM 5060	Grant Writing in Human Services	3
HUM 5210	Recruiting & Coaching Volunteers	3
HUM 5220	Non-Profit Principles & Practices	3
HUM 5300	Human Services Policy	3
Comprehensive Exam		
Total Credits		39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Non-Profit Management Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Non-Profit Management Specialization.

Master of Arts in Psychology, Organizational Leadership Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Organizational Leadership Specialization program prepares students to pursue a wide variety of career opportunities, including senior management positions in corporations, governments, and not-for-profit/non-governmental organizations. The program is an ideal complement to professional expertise in fields ranging from operations to marketing, human resources, and program/product management. In addition, the curriculum prepares students for opportunities in the areas of human resources, management consulting, organizational development, and management development. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapsy for Denver Instructional Site program information and www.rockies.edu/pd/omapsy for online program information.

*The Master of Arts in Psychology, Organizational Leadership Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Organizational Leadership Specialization will be able to:

1. Evaluate and apply psychological research in organizations;
2. Evaluate the impact of social and cultural diversity in organizations;
3. Assess human behavior, both normal and abnormal, and demonstrate the ability to facilitate appropriate growth and change;
4. Analyze concepts and demonstrate skills that are fundamental to ethical practice in organizations;
5. Demonstrate an understanding of the complexity of organizational systems and functions as effective change agents; and
6. Recognize and integrate appropriate leadership skills.

Core Course Requirements

Course		Credits
ORG 6300	Human Development	3
ORG 5270	Mental Health & Psychopathology in the Workplace	3
ORG 6530	Theories & Techniques of Counseling & Psychotherapy	3
ORG 6499	Cultural Diversity & Individual Differences	3
ORG 6405	Applied Research Methods	3
ORG 5400	Statistics & Research Design	3
ORG 6520	Professional Ethics, Standards of Practice & Law*	3
<i>Specialization Requirements</i>		
ORG 5520	Social Psychology	3
ORG 6503	Organizational Theories & Systems	3
ORG 6515	Social Capital (Networking in Organizations)	3
ORG 6505	Diagnosing Organizations	3
ORG 6506	Leading Organizational Change	3
ORG 6525	International Leadership	3
Comprehensive Exam		
Total Credits		39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Organizational Leadership Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative GPA of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Organizational Leadership Specialization.

Doctor of Philosophy (PhD) in Organizational Development and Leadership (Standard Program of Study)

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The PhD in Organizational Development and Leadership program is designed for students with career aspirations in applying the principles of psychology of human performance in organizations to improve organizational operations and strategic execution.

The PhD in Organizational Development and Leadership resembles the traditional scientist-practitioner model for the student who desires more preparation in the application of research, statistics, assessment, and related methodologies in organizational psychology. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dphdodl for Denver Instructional Site program information and www.rockies.edu/pd/ophd for online program information.

*The Doctor of Philosophy in Organizational Development and Leadership program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PhD in Organizational Development and Leadership program will be able to:

1. Design and evaluate research in organizations according to evidence-based methods and principles of psychological research in organizations;
2. Evaluate the impact of social and cultural diversity in organizations and connect diversity to competitive and strategic advantages for organizations;
3. Assess, evaluate, and design organizations' performance, structure, and development;
4. Apply concepts, demonstrate skills, and evaluate initiatives that are fundamental to the ethical practice of Organizational Development and Leadership;
5. Explain the complexity of organizational systems and functions as an effective change agent through evidence-based application of psychological research in organizations;
6. Anticipate the impact of developmental progresses, strategic initiatives, and change processes in organizations; and
7. Design appropriate organizational learning and development solutions and evaluate their impact based upon principles of human performance technology.

Program Requirements

Introductory Course Requirements		Credits
ORG 5010	Survey of Organizational Development & Leadership I	3
ORG 5011	Survey of Organizational Development & Leadership II	3

Students entering the program who do not hold a Bachelor's or Master's degree in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field, are required to successfully complete ORG 5010 Survey of Organizational Development & Leadership I (3 credits) and ORG 5011 Survey of Organizational Development & Leadership II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7519	History & Systems of Industrial & Organizational Psychology	3
ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 7500	Diversity in the Workplace	3
ORG 8511	Advanced Topics in Performance Management	3
ORG 8510	Advanced Seminar: Leading Organizational Change	3
ORG 8518	Professional & Business Ethics in Organizational Leadership*	3
ORG 7410	Research Design & Methods - Qualitative	3
ORG 7400	Research Design & Methods—Quantitative	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7101	Assessment Tools for Organizational Leadership*	3
ORG 7415	Advanced Statistics	3
ORG 8540	Advanced Instructional Systems Theory & Design	3
ORG 8512	Leadership & Organizational Cultures	3
ORG 8532	Advanced Seminar: The Leader as Coach	3
ORG 8615	Advanced Topics in Organizational Development & Leadership*	3
ORG 8619	Current & Global Issues in Industrial & Organizational Psychology	3
ORG 8534	Advanced Seminar: Human Resources Business Strategy	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PhD in Organizational Development and Leadership, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5010 and ORG 5011 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Organizational Development and Leadership.

Doctor of Philosophy (PhD) in Organizational Development and Leadership, Corporate Training and E-Learning Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Organizational Development and Leadership, Corporate Training and E-Learning Specialization program is designed for students with career aspirations and research interest in corporate training and e-learning. The specialization emphasizes the complexity of learning and development as it relates to organizations. The coursework applies a systems approach to learning initiatives, with a focus on planning, implementing, monitoring, and evaluating learning systems to meet organizational expectations. Students explore instructional strategies, systems theory and design, training needs assessment models and methods, as well as the impact of diversity and globalization on learning and design. This specialization provides the foundation to develop research and expand knowledge in the fields of corporate training and e-learning.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dphdodl for Denver Instructional Site program information and www.rockies.edu/pd/ophd for online program information.

*The Doctor of Philosophy, Corporate Training and E-Learning Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PhD in Organizational Development and Leadership, Corporate Training and E-Learning Specialization program will be able to:

1. Design and evaluate research in organizations according to evidence-based methods and principles of psychological research in organizations;
2. Assess organizational effectiveness and performance improvement/development needs;
3. Apply knowledge and skills that are fundamental to the ethical practice of Training, Organizational Development and Leadership;
4. Analyze the complexity of organizational systems;
5. Design appropriate organizational learning and development initiatives; and
6. Evaluate the impact of training as it pertains to offering competitive and strategic advantages for organizations.

Program Requirements

Introductory Course Requirements		Credits
ORG 5010	Survey of Organizational Development & Leadership I	3
ORG 5011	Survey of Organizational Development & Leadership II	3

Students entering the program who do not hold a Bachelor's or Master's degree in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field, are required to successfully complete ORG 5010 Survey of Organizational Development & Leadership I (3 credits) and ORG 5011 Survey of Organizational Development & Leadership II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7519	History & Systems of Industrial & Organizational Psychology	3
ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 7500	Diversity in the Workplace	3
ORG 8511	Advanced Topics in Performance Management	3
ORG 8510	Advanced Seminar: Leading Organizational Change	3
ORG 8518	Professional & Business Ethics in Organizational Leadership*	3
ORG 7410	Research Design & Methods - Qualitative	3
ORG 7400	Research Design & Methods—Quantitative	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7101	Assessment Tools for Organizational Leadership*	3
ORG 7415	Advanced Statistics	3

Specialization Requirements

ORG 8201	Learning Strategies in Organizations	3
ORG 8540	Advanced Instructional Systems Theory & Design	3
ORG 8205	Training Needs Assessment Models & Methods	3
ORG 8210	Training Evaluation Models & Methods*	3
ORG 8213	Strategic Talent Development	3
ORG 8215	Global Issues in Training & Development	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PhD in Organizational Development and Leadership, Corporate Training and E-Learning Specialization a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5010 and ORG 5011 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Organizational Development and Leadership, Corporate Training and E-Learning Specialization.

Doctor of Philosophy (PhD) in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization program is designed for students with career aspirations to lead innovation functions within corporations or public agencies, or develop new ventures focused on the development of innovative products and services. The curriculum is focused on the principles, practices, and methods of fostering and managing innovation and entrepreneurship in organizations at a global scale, and emphasizes emerging practice in the field. It focuses on providing students with the tools required to provide leadership and drive change in organizations that are trying to increase their innovation and entrepreneurship.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dphdodl for Denver Instructional Site program information and www.rockies.edu/pd/ophd for online program information.

*The Doctor of Philosophy, Innovation and Entrepreneurship Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PhD in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization program will be able to:

1. Design and evaluate research in organizations according to evidence-based methods and principles of psychological research in organizations;
2. Assess human behavior and facilitate appropriate growth and change;
3. Design strategies, structures, and tactics for fostering innovation and entrepreneurship in organizations including organizational learning and development solutions;
4. Assess the culture, structures, and processes of an organization for their impact on innovation and entrepreneurship;
5. Anticipate the impact of innovation and entrepreneurial ventures on internal and external stakeholders;
6. Apply the principles of innovations and entrepreneurship in a professionally ethical manner to enhance the efficiency and effectiveness of product & service development in organizations;
7. Apply quantitative and qualitative research methods to the development of innovations and entrepreneurial ventures;
8. Explains the evolving practice of global entrepreneurship and evaluates the impact of social and cultural diversity in (and on organizations); and

9. Demonstrate leadership skills appropriate for a variety of settings and complexities.

Program Requirements

Introductory Course Requirements		Credits
ORG 5010	Survey of Organizational Development & Leadership I	3
ORG 5011	Survey of Organizational Development & Leadership II	3

Students entering the program who do not hold a Bachelor's or Master's degree in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field, are required to successfully complete ORG 5010 Survey of Organizational Development & Leadership I (3 credits) and ORG 5011 Survey of Organizational Development & Leadership II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7519	History & Systems of Industrial & Organizational Psychology	3
ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 7500	Diversity in the Workplace	3
ORG 8511	Advanced Topics in Performance Management	3
ORG 8510	Advanced Seminar: Leading Organizational Change	3
ORG 8518	Professional & Business Ethics in Organizational Leadership*	3
ORG 7410	Research Design & Methods - Qualitative	3
ORG 7400	Research Design & Methods—Quantitative	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7101	Assessment Tools for Organizational Leadership*	3
ORG 7415	Advanced Statistics	3
Specialization Requirements		
ORG 8801	Organization Design for Innovation	3
ORG 8805	Managing for Agility	3
ORG 8810	Social Entrepreneurship	3
ORG 8803	Creating a Culture of Innovation*	3
ORG 8813	Advanced Market & Competitive Intelligence	3

ORG 8815	Global Issues in Innovation & Entrepreneurship	3
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Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PhD in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5010 and ORG 5011 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Organizational Development and Leadership, Innovation and Entrepreneurship Specialization.

Doctor of Philosophy (PhD) in Organizational Development and Leadership, Organizational Diversity Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Organizational Development and Leadership, Organizational Diversity Specialization program is designed for students with career aspirations and research interest related to diversity and inclusion in the workplace. This specialization focuses on a critical examination of theory, method, practice and policy that equips leaders, scholars and practitioners to apply the concepts and principles related to diversity, multiculturalism and inclusion to their discipline or area of practice. This specialization helps to extend knowledge in the field of diversity and examines the influence that multiculturalism and differences have on an organization system.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dphdodl for Denver Instructional Site program information and www.rockies.edu/pd/ophd for online program information.

*The Doctor of Philosophy, Organizational Diversity Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PhD in Organizational Development and Leadership, Organizational Diversity Specialization program will be able to:

1. Determine, apply, and interpret relevant data collection methodologies and analytic techniques to address research questions and apply the concepts covered to individuals, teams and/or organizations;
2. Evaluate the influence of social, emotional, and cultural dynamics in organizations and relate these dynamics to organizational strategy;
3. Explore the history, policy, and practice of diversity, performance management, and industrial and organizational psychology;
4. Analyze concepts and demonstrate skills that are essential to the ethical practice in diverse and multicultural organizations;
5. Assess, plan, and execute appropriate interventions in complex, changing organizational systems;
6. Apply concepts, demonstrate skills, and evaluate initiatives that are fundamental to the ethical practice of organizational leadership in changing times;
7. Evaluates the influence that human differences have on organizations and on our role as instruments of change; and

8. Demonstrates, through written and oral communication, respect for issues of diversity and to bias-free research.

Program Requirements

Introductory Course Requirements		Credits
ORG 5010	Survey of Organizational Development & Leadership I	3
ORG 5011	Survey of Organizational Development & Leadership II	3

Students entering the program who do not hold a Bachelor's or Master's degree in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field, are required to successfully complete ORG 5010 Survey of Organizational Development & Leadership I (3 credits) and ORG 5011 Survey of Organizational Development & Leadership II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7519	History & Systems of Industrial & Organizational Psychology	3
ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 7500	Diversity in the Workplace	3
ORG 8511	Advanced Topics in Performance Management	3
ORG 8510	Advanced Seminar: Leading Organizational Change	3
ORG 8518	Professional & Business Ethics in Organizational Leadership*	3
ORG 7410	Research Design & Methods - Qualitative	3
ORG 7400	Research Design & Methods—Quantitative	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7101	Assessment Tools for Organizational Leadership*	3
ORG 7415	Advanced Statistics	3

Specialization Requirements

ORG 7701	Theoretical Foundations for Diversity Work	3
ORG 7715	Social Aspects of Diversity	3
ORG 8270	Diversity & Inclusion - Research in Action	3
ORG 7705	Advanced Topics in Cross-Cultural Communications*	3
ORG 8520	Coaching for High Performance	3

ORG 7710	Cross-Functional Diversity Alignment	3
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Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PhD in Organizational Development and Leadership, Organizational Diversity Specialization a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5010 and ORG 5011 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Organizational Development and Leadership, Organizational Diversity Specialization.

Doctor of Philosophy (PhD) in Organizational Development and Leadership, Risk Management Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Organizational Development and Leadership, Risk Management Specialization program is designed for students with career aspirations in applying the principles of psychology of human performance in organizations to improve organizational operations and strategic execution. This includes researching the theoretical and practical study of risk management – process of planning, organizing, and controlling the activities of an organization in order to minimize the effects of risk on the organization – and adding to the field of organizational development and leadership.

The PhD in Organizational Development and Leadership resembles the traditional practitioner model for the student who desires more preparation in the application of research, statistics, assessment, and related methodologies.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dphdodl for Denver Instructional Site program information and www.rockies.edu/pd/ophd for online program information.

*The Doctor of Philosophy, Risk Management Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PhD in Organizational Development and Leadership, Risk Management Specialization program will be able to:

1. Analyze the inter-dependence of all phases of risk management and organizational strategy;
2. Research and analyze behaviors and strategies leaders use to manage risk in organizations, and apply best practices for managing organizational risk;
3. Evaluate and apply financial and strategic development tools and models that impact decision making processes and systems in organizations;
4. Research and integrate principles, models and paradigms of organizational change with effective risk management practices;
5. Evaluate concepts and formulate plans essential to ethical risk management in organizational systems and processes; and
6. Research and apply risk management processes to global business environments.

Program Requirements

Introductory Course Requirements		Credits
ORG 5010	Survey of Organizational Development & Leadership I	3
ORG 5011	Survey of Organizational Development & Leadership II	3

Students entering the program who do not hold a Bachelor’s or Master’s degree in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field, are required to successfully complete ORG 5010 Survey of Organizational Development & Leadership I (3 credits) and ORG 5011 Survey of Organizational Development & Leadership II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7519	History & Systems of Industrial & Organizational Psychology	3
ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 7500	Diversity in the Workplace	3
ORG 8511	Advanced Topics in Performance Management	3
ORG 8510	Advanced Seminar: Leading Organizational Change	3
ORG 8518	Professional & Business Ethics in Organizational Leadership*	3
ORG 7410	Research Design & Methods - Qualitative	3
ORG 7400	Research Design & Methods–Quantitative	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7101	Assessment Tools for Organizational Leadership*	3
ORG 7415	Advanced Statistics	3

Specialization Requirements

ORG 8172	The Principles of Risk Management & Organizational Strategy Overview	3
ORG 8175	The Role of Leadership in Organizational Risk Management	3
ORG 8177	Risk Assessment, Financial & Strategic Development Tools	3
ORG 8180	Organizational Change Management & Paradigm Shifts as Related to Managing Risk*	3
ORG 8182	Risk Management of Human Capital	3

ORG 8185	Risk Management & Global Organizational Business Practices	3
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Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PhD in Organizational Development and Leadership, Risk Management Specialization a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5010 and ORG 5011 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Organizational Development and Leadership, Risk Management Specialization.

Doctor of Philosophy (PhD) in Organizational Development and Leadership, Social Media and Technology Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Organizational Development and Leadership, Social Media and Technology Specialization program is designed for students with careers in applying the principles of psychology of human performance in organizations, as well as current research in communication media and technology, to improve organizational operations and strategic execution. Students will have the opportunity to apply theories of how people communicate and form identity through social media to organizational development and leadership. Students will use knowledge of how media technologies sit within and outside complex organizations to conduct original research into how communication technologies like social media can structure and transform organizations. More broadly, students will apply knowledge of how technology is not just about the latest iPhone application or handheld device, but is deeply embedded in how organizations transform themselves since the beginnings of the industrial revolution. The program challenges students to build plans and models based on research, as well as providing them a toolkit for using technologies effectively with leadership and within organizations. The ethics surrounding the integration of information and communication technology (ICT) into organizations and the role of decision-making will also be explored.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dphdodl for Denver Instructional Site program information and www.rockies.edu/pd/ophd for online program information.

*The Doctor of Philosophy, Social Media and Technology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PhD in Organizational Development and Leadership, Social Media and Technology Specialization program will be able to:

1. Determine, apply, and interpret relevant data collection methodologies and analytic techniques to address research questions and apply the concepts covered to individuals, teams and/or organizations;
2. Evaluate the impact of technology on social and cultural diversity in organizations;
3. Develop a technology-based toolset for the ethical practice of organizational development and leadership;
4. Examine current scholarship in communication and media technologies, and how these technologies are applied to organizational leadership, growth, and development;

5. Formulate a project plan for managing and implementing a current technology or communication platform (social media collaboration site, an upgraded technological process, etc.) into an organization; and
6. Create field-specific models for the implementation of information/communication technologies, using theories and current research on technological innovation in organizations.

Program Requirements

Introductory Course Requirements		Credits
ORG 5010	Survey of Organizational Development & Leadership I	3
ORG 5011	Survey of Organizational Development & Leadership II	3

Students entering the program who do not hold a Bachelor's or Master's degree in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field, are required to successfully complete ORG 5010 Survey of Organizational Development & Leadership I (3 credits) and ORG 5011 Survey of Organizational Development & Leadership II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7519	History & Systems of Industrial & Organizational Psychology	3
ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 7500	Diversity in the Workplace	3
ORG 8511	Advanced Topics in Performance Management	3
ORG 8510	Advanced Seminar: Leading Organizational Change	3
ORG 8518	Professional & Business Ethics in Organizational Leadership*	3
ORG 7410	Research Design & Methods - Qualitative	3
ORG 7400	Research Design & Methods—Quantitative	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7101	Assessment Tools for Organizational Leadership*	3
ORG 7415	Advanced Statistics	3

Specialization Requirements

ORG 8850	Theorizing Technology, Communication & Media in Organizations	3
ORG 8853	Organizational Implications of Implementing Technology Projects	3

ORG 8855	Advanced Social Networking for Organizations	3
ORG 8857	Building Innovative Organizational Capabilities*	3
ORG 8860	Leveraging Technology Toolsets as an Organizational Development Practitioner	3
ORG 8863	Advanced Topics: How Media & Communication Technologies are Transforming Leadership in Organizations	3
<i>Doctoral Capstone and Dissertation Courses</i>		
ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PhD in Organizational Development and Leadership, Social Media and Technology Specialization a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5010 and ORG 5011 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Organizational Development and Leadership, Social Media and Technology Specialization.

Doctor of Philosophy (PhD) in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization program is designed for students who seek careers in the field of sport, wellness, and/or fitness management. The academic program provides students with the ability to refine critical thinking and decision making skills through the use of a comprehensive curriculum covering the areas of marketing, public relations, finance, fundraising, law, personnel management, group and team dynamics, organizational and athletic burnout as well as transformational leadership. This degree program also focuses on research, statistics, assessment, and related inquiry specific to sport, wellness, and fitness concepts.

This program is an ideal complement for professionals in the area(s) of sport performance psychology, coaching, organizational wellness and/or sport industry consulting. The program offers the necessary preparation for graduates to pursue employment in this rapidly growing industry. Opportunities can be found in professional sport, interscholastic and intercollegiate athletics, college and university recreation and intramural programs, coaching, sport facility management, sport marketing, sport industry consulting and research, community sport programs, and fitness/wellness management.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dphdodl for Denver Instructional Site program information and www.rockies.edu/pd/ophd for online program information.

*The Doctor of Philosophy, Sport, Fitness, and Wellness Management Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PhD in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization program will be able to:

1. Develop proficiency in the scholarly theories, practices, and concepts associated with leadership and management of sport, fitness, and wellness;
2. Determine, apply and interpret data collection methodologies and analytic techniques to address research questions and apply the concepts related to individuals, teams and/or organizations;
3. Describe the impact of sociological concepts and ethical trends in sport, fitness, and wellness settings that can influence the field;

4. Utilize the principles and application of ethical theories to provide the structure for socially responsible management in sport, fitness, and wellness management;
5. Evaluate and apply marketing theory, mass communication/promotional concepts and public relations that are paramount to the success of the sport, fitness, and wellness managements;
6. Interpret the importance of controlling budgeting, finance, and the use and application of fundraising and other economic concepts in the sport, fitness, and wellness management field; and
7. Demonstrate an understanding of the potential legal and risk management issues with event and facility management.

Program Requirements

Introductory Course Requirements		Credits
ORG 5010	Survey of Organizational Development & Leadership I	3
ORG 5011	Survey of Organizational Development & Leadership II	3

Students entering the program who do not hold a Bachelor's or Master's degree in human performance technology, instructional systems design, human resource development, organizational leadership, industrial and organizational psychology, or a related field, are required to successfully complete ORG 5010 Survey of Organizational Development & Leadership I (3 credits) and ORG 5011 Survey of Organizational Development & Leadership II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7519	History & Systems of Industrial & Organizational Psychology	3
ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 7500	Diversity in the Workplace	3
ORG 8511	Advanced Topics in Performance Management	3
ORG 8510	Advanced Seminar: Leading Organizational Change	3
ORG 8518	Professional & Business Ethics in Organizational Leadership*	3
ORG 7410	Research Design & Methods - Qualitative	3
ORG 7400	Research Design & Methods—Quantitative	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7101	Assessment Tools for Organizational Leadership*	3
ORG 7415	Advanced Statistics	3

Specialization Requirements

ORG 8015	Marketing & Public Relations in Sport, Fitness & Wellness	3
ORG 8001	Sport Funding & Finance for the Sport, Fitness & Wellness Manager	3
ORG 8003	Law & Personnel Management for the Sport, Fitness, and Wellness Manager	3
ORG 8005	Group & Team Dynamics in Sport, Fitness & Wellness*	3
ORG 8010	Organizational Burnout in Sport, Fitness & Wellness	3
ORG 8013	Transformational Leadership & Corporate Wellness in Sport, Fitness & Wellness	3

The degree will be noted on the transcript as a Doctor of Philosophy in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization.

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

*This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PhD in Organizational Development and Leadership, Sport, Fitness, and Wellness Management Specialization a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5010 and ORG 5011 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

Doctor of Psychology (PsyD), Business Psychology Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Business Psychology Specialization program is focused on applying in-depth principles and theories of modern organizational psychology to businesses and complex organizations, with a strong emphasis on team performance, diversity, and ethical behavior. Students also learn to maximize the engagement and impact of human resources in business organizations by applying best practices in organizational and industrial psychology.

Graduates of this program often pursue organizational development, human resources, and management positions.

Through advanced seminars, courses, and practica in creativity, breakthrough thinking, and human performance, students apply their knowledge and skills to making business more effective. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsyds for Denver Instructional Site program information and www.rockies.edu/opsyds for online program information.

*The Doctor of Psychology, Business Psychology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Business Psychology Specialization will be able to:

1. Oversee research in organizations according to evidence-based methods and principles of applying psychology to business organizations;
2. Exemplify the celebration of diversity in business organizations, including their missions, governance, and operations, based on current published psychological research;
3. Maximize the engagement and impact of human resources in business organizations by applying best practices in organizational and industrial psychology;
4. Exemplify the ethical practice of leadership and organizational psychology in the management of teams and organizations;
5. Diagnose the complexity of organizational systems, functioning as an effective change agent through evidence-based application of psychological research in organizations; and
6. Anticipate the organizational and psychological impact of developmental programs, strategic initiatives, and change processes related to human resources in businesses.

Program Requirements

Introductory Course Requirements		Credits
ORG 5001	Survey of Psychology I	3
ORG 5002	Survey of Psychology II	3

Students entering the program without a Bachelor's or Master's degree in psychology or a related field are required to successfully complete ORG 5001 Survey of Psychology I (3 credits) and ORG 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Core Course Requirements

Course		Credits
ORG 7509	History & Systems of Psychology	3
ORG 7510	Biological Bases of Behavior	3
ORG 7600	Family Systems	3
ORG 7210	Adult Psychopathology & Treatment I	3
ORG 7260	Adult Psychopathology & Treatment II	3
ORG 7272	Group Process & Group Leadership in Organizations*	3
ORG 7302	Advanced Research Methods	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7415	Advanced Statistics	3
ORG 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

ORG 8534	Advanced Seminar: Human Resources Business Strategy	3
ORG 7525	Issues & Methods in Market Research	3
ORG 7500	Diversity in the Workplace	3
ORG 8600	Innovation & Business	3
ORG 8518	Professional & Business Ethics in Organizational Leadership*	3
ORG 8621	Advanced Seminar: High Performance Teams	3
ORG 8612	Advanced Seminar: Organizational Culture & Performance	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students these three courses have a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Business Psychology Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5001 and ORG 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Business Psychology Specialization.

**Doctor of Psychology (PsyD),
Criminology and Justice Studies
Specialization**

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Criminology and Justice Studies Specialization program is designed for students with career aspirations in applying the principles of psychology of human performance to criminology and within criminal justice programming. This degree is designed for professionals who have or desire careers at a high level in the criminal justice system (except those requiring a law degree). Preparation through this curriculum is designed to advance careers in the criminal justice system, public policy and research related to crime, criminals and criminology. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsyds for Denver Instructional Site program information and www.rockies.edu/opsyds for online program information.

*The Doctor of Psychology, Criminology and Justice Studies Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Criminology and Justice Studies Specialization will be able to:

1. Assess contemporary theories and how they have impacted criminal justice responses to both offenders and victims;
2. Distinguish between different types of crimes and describe socio-demographic differences in population distributions between offense types;
3. Describe the processing of offenders from arrest through correctional outcomes, demonstrating an understanding of the complexity of such processing given due process and constitutional requirements;
4. Identify differences between the ways in which the juvenile justice and criminal justice systems process offenders, and compare philosophical differences in treatment between the two systems;
5. Describe the relationships of mental health and drug addiction with criminality and the criminal justice processing of offenders and victims of crime; and
6. Evaluate programs in criminal justice organizations according to evidence-based methods and principles of psychological, criminological and criminal justice research.

Core Course Requirements

Introductory Course Requirements		Credits
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ORG 5001	Survey of Psychology I	3
ORG 5002	Survey of Psychology II	3

Students entering the program without a Bachelor’s or Master’s degree in psychology or a related field are required to successfully complete ORG 5001 Survey of Psychology I (3 credits) and ORG 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
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ORG 7509	History & Systems of Psychology	3
ORG 7510	Biological Bases of Behavior	3
ORG 7600	Family Systems	3
ORG 7210	Adult Psychopathology & Treatment I	3
ORG 7260	Adult Psychopathology & Treatment II	3
ORG 7272	Group Process & Group Leadership in Organizations*	3
ORG 7302	Advanced Research Methods	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7415	Advanced Statistics	3
ORG 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

ORG 8571	Contemporary Criminological Theory	3
ORG 8573	Types & Characteristics of Crime	3
ORG 8575	Advanced Analysis of Criminal Justice Processes	3
ORG 8577	Juvenile Justice	3
ORG 8580	Mental Health & Crime*	3
ORG 8582	Drugs, Addiction, & Crime	3
ORG 8586	Evaluating Criminal Justice Interventions	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students these three courses have a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Criminology and Justice Studies Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5001 and ORG 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Criminology and Justice Studies Specialization.

Doctor of Psychology (PsyD), Educational Leadership Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Educational Leadership Specialization program is designed for students with career aspirations in applying the principles of psychology of human performance to leading educational programs, organizations or departments, including the design and implementation of educational strategies. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsyds for Denver Instructional Site program information and www.rockies.edu/opsyds for online program information.

*The Doctor of Psychology, Educational Leadership Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional or a licensed teacher/school administrator. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Educational Leadership Specialization will be able to:

1. Evaluate, conduct, and apply psychological research in leading educational programs, projects, and organizations, and in designing and implementing educational strategies;
2. Advocate convincingly for the leveraging of social and cultural diversity in offering education in organizations;
3. Assess human behavior, both normal and abnormal, and demonstrate the ability to facilitate and lead others toward appropriate learning, growth and change;
4. Exemplify concepts and skills that are fundamental to ethical practice in leading educational programs and organizations;
5. Diagnose complex organizational systems and develop initiatives that function effectively in achieving organizational outcomes and executing strategies; and
6. Exemplify and integrate appropriate leadership skills in the practice of education in organizations.

Core Course Requirements

Introductory Course Requirements		Credits
ORG 5001	Survey of Psychology I	3
ORG 5002	Survey of Psychology II	3

Students entering the program without a Bachelor's or Master's degree in psychology or a related field are required to successfully complete ORG 5001 Survey of Psychology I (3 credits) and ORG 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7509	History & Systems of Psychology	3
ORG 7510	Biological Bases of Behavior	3
ORG 7600	Family Systems	3
ORG 7210	Adult Psychopathology & Treatment I	3
ORG 7260	Adult Psychopathology & Treatment II	3
ORG 7272	Group Process & Group Leadership in Organizations*	3
ORG 7302	Advanced Research Methods	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7415	Advanced Statistics	3
ORG 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 8512	Leadership & Organizational Cultures	3
ORG 8534	Advanced Seminar: Human Resources Business Strategy	3
ORG 8540	Advanced Instructional Systems Theory & Design	3
ORG 8542	Advanced Seminar: Learning Strategies in Organizations*	3
ORG 8545	Advanced Seminar: Learning Initiatives & Organizational Change	3
ORG 8550	Organizational Systems Theory	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

*This course may not be transferred in. For online students these three courses have a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Educational Leadership Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5001 and ORG 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Educational Leadership Specialization.

**Doctor of Psychology (PsyD),
Health and Wellness Psychology
Specialization**

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Health and Wellness Psychology Specialization program is designed for students with career aspirations in applying the principles of psychology of human performance to prepare students to ethically transform organizations through diagnosis, development, and measurement of proactive wellness models for employees that impact state, national global community life. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsyds for Denver Instructional Site program information and www.rockies.edu/opsyds for online program information.

*The Doctor of Psychology, Health and Wellness Psychology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Health and Wellness Psychology Specialization will be able to:

1. Conduct psychological research on health & wellness organizations;
2. Assess organizational climate to implement strategies for effective change;
3. Negotiate deliverables while protecting the integrity of the data;
4. Support innovation that fosters diversity;
5. Create a sustainable health and wellness program;
6. Apply your knowledge supported by research to comparing the US health care system with that of another country of your choice;
7. Explore the impact of environmental hazards on human health and wellness and apply your knowledge to a specific example supported by research; and
8. Explore and apply self-awareness and self-discipline to efficiently helping others.

Core Course Requirements

Introductory Course Requirements		Credits
ORG 5001	Survey of Psychology I	3
ORG 5002	Survey of Psychology II	3

Students entering the program without a Bachelor’s or Master’s degree in psychology or a related field are required to successfully complete ORG 5001 Survey of Psychology I (3 credits) and ORG 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7509	History & Systems of Psychology	3
ORG 7510	Biological Bases of Behavior	3
ORG 7600	Family Systems	3
ORG 7210	Adult Psychopathology & Treatment I	3
ORG 7260	Adult Psychopathology & Treatment II	3
ORG 7272	Group Process & Group Leadership in Organizations*	3
ORG 7302	Advanced Research Methods	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7415	Advanced Statistics	3
ORG 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

ORG 7340	Advanced Leadership in Health Promotion Programs	3
ORG 8300	International Comparison of Health Insurance Systems	3
ORG 7343	Advanced Intervention Strategies in Wellness Programming	3
ORG 8320	Environmental Stress on Mind and Body	3
ORG 8340	Exploring the Self: Increasing the Efficiency of Helping Others*	3
ORG 8560	Health & Wellness Business Consulting	3
ORG 7356	Integrative Medicine in Health Promotion Programs	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students these three courses have a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Health and Wellness Psychology Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5001 and ORG 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Health and Wellness Psychology Specialization.

Doctor of Psychology (PsyD), Mediation and Conflict Resolution Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Mediation and Conflict Resolution Specialization program provides students with a consultative framework to address the complex challenges and conflicts public and private entities experience. Students will learn to analyze, influence, and effect change in familial, organizational and community systems that require mediation and conflict resolution. Students will also evaluate systems theory, ethical practices, and legal requirements in the context of conflict resolution and organizational change. In addition, they will employ various methodologies to validate resolution and change initiatives. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsyds for Denver Instructional Site program information and www.rockies.edu/opsyds for online program information.

*The Doctor of Psychology, Mediation and Conflict Resolution Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Mediation and Conflict Resolution Specialization will be able to:

1. Ascertain components of organizational systems and conflict dynamics;
2. Interpret ethical practices and legal requirements in relation to conflict resolution;
3. Develop mediation and conflict resolution strategies, plans, and policies;
4. Influence organizational leaders to change perceptions, attitudes, and practices related to mediation and conflict resolution;
5. Integrate culturally diverse best practices into mediation and conflict resolution systems; and
6. Validate implementation of conflict resolution processes.

Core Course Requirements

Introductory Course Requirements		Credits
ORG 5001	Survey of Psychology I	3
ORG 5002	Survey of Psychology II	3

Students entering the program without a Bachelor's or Master's degree in psychology or a related field are required to successfully complete ORG 5001 Survey of Psychology I (3 credits) and ORG 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7509	History & Systems of Psychology	3
ORG 7510	Biological Bases of Behavior	3
ORG 7600	Family Systems	3
ORG 7210	Adult Psychopathology & Treatment I	3
ORG 7260	Adult Psychopathology & Treatment II	3
ORG 7272	Group Process & Group Leadership in Organizations*	3
ORG 7302	Advanced Research Methods	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7415	Advanced Statistics	3
ORG 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

ORG 8500	Advanced Topics in Organizational Consulting	3
ORG 7650	Organizational Systems & Conflict Theories	3
ORG 8629	Legal & Ethical Issues in Conflict Management	3
ORG 8630	Influencing Leaders to Resolve Conflict	3
ORG 8635	Developing Conflict Resolution Plans & Policies*	3
ORG 8510	Advanced Seminar: Leading Organizational Change	3
ORG 8632	Evaluating Conflict Resolution Processes	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students these three courses have a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Mediation and Conflict Resolution Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5001 and ORG 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Mediation and Conflict Resolution Specialization.

Doctor of Psychology (PsyD), Mental Health Administration Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Mental Health Administration Specialization program is designed for students with career aspirations in applying the principles of psychology of human performance as professionals in positions of significant and advanced leadership in large and complex community-based organizations or organizations at the state or national level. The emphasis of the program is to develop innovative, strategic leaders who can ethically move complex organizations and mental health services toward proactive wellness models of service delivery. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsyds for Denver Instructional Site program information and www.rockies.edu/opsyds for online program information.

*The Doctor of Psychology, Mental Health Administration Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Mental Health Administration Specialization will be able to:

1. Evaluate mental health programs/agencies/systems development, structure and performance;
2. Explain the complexities of mental health delivery, systems and the interactions within special populations and the community-at-large;
3. Evaluate the impact of social and cultural diversity in mental health program development, the delivery of psychological treatment and assessment services, and the effectiveness of operations of the providing agency/system;
4. Predict changes in the delivery of mental health and psychological services based on the legal environment, compliance issues, treatment research, funding sources, and strategic initiatives;
5. Defend formulated ethical decisions made in the delivery of psychological and mental health services to specific populations and the community-at-large; and
6. Persuasively argue/advocate for, in both verbal and written form, the support for specific psychological and mental health administrative policies and delivery methods.

Core Course Requirements

Introductory Course Requirements		Credits
ORG 5001	Survey of Psychology I	3
ORG 5002	Survey of Psychology II	3

Students entering the program without a Bachelor's or Master's degree with in psychology or a related field are required to successfully complete ORG 5001 Survey of Psychology I (3 credits) and ORG 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7509	History & Systems of Psychology	3
ORG 7510	Biological Bases of Behavior	3
ORG 7600	Family Systems	3
ORG 7210	Adult Psychopathology & Treatment I	3
ORG 7260	Adult Psychopathology & Treatment II	3
ORG 7272	Group Process & Group Leadership in Organizations*	3
ORG 7302	Advanced Research Methods	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7415	Advanced Statistics	3
ORG 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

ORG 8516	Ethical Leadership in Organizational Culture	3
ORG 8534	Advanced Seminar: Human Resources Business Strategy	3
ORG 8061	Administration of Grants & Contracts: Governmental & Community Funding	3
ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 8650	Strategies & Policies to Advance Mental Health Care*	3
ORG 8160	Mental Health Programs & Services for Special Populations	3
ORG 8165	Mental Health in the Context of Community Wellness	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students these three courses have a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Mental Health Administration Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5001 and ORG 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Mental Health Administration Specialization.

Doctor of Psychology (PsyD), Non-Profit Management Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Non-Profit Management Specialization program includes the study of the methods and principles of psychological research in non-profit organizations. Students evaluate the impact of social and cultural diversity in non-profit organizations, including their missions, governance, and operations.

Coursework will also assess non-profit organizations' performance, structure, and development as well as analyze concepts and demonstrate skills that are fundamental to the ethical practice leadership and management in non-profit organizations. As a psychology discipline, the Non-Profit Management Specialization will allow students to demonstrate an understanding of the complexity of organizational systems and functions while also being able to recognize and integrate into non-profit organizations the appropriate leadership skills. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsyds for Denver Instructional Site program information and www.rockies.edu/opsyds for online program information.

*The Doctor of Psychology, Non-Profit Management Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Non-Profit Management Specialization will be able to:

1. Design and evaluate research in organizations according to evidence-based methods and principles of published research in non-profit organizations;
2. Evaluate and advocate for the positive impact of embracing socio-cultural diversity in non-profit organizations, including their missions, governance, and operations;
3. Assess, evaluate and design non-profit organizations' performance, structure, and development;
4. Apply concepts, demonstrates skills, and evaluates initiatives that are fundamental to the ethical practice of leadership and management in non-profit organizations;
5. Explain the complexity of organizational systems and functions as an effective change agent through evidence-based application of best practices in non-profit organizations; and
6. Anticipate the impact of developmental progresses, strategic initiatives, and change processes in non-profit organizations.

Core Course Requirements

Introductory Course Requirements		Credits
ORG 5001	Survey of Psychology I	3
ORG 5002	Survey of Psychology II	3

Students entering the program without a Bachelor's or Master's degree in psychology or a related field are required to successfully complete ORG 5001 Survey of Psychology I (3 credits) and ORG 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7509	History & Systems of Psychology	3
ORG 7510	Biological Bases of Behavior	3
ORG 7600	Family Systems	3
ORG 7210	Adult Psychopathology & Treatment I	3
ORG 7260	Adult Psychopathology & Treatment II	3
ORG 7272	Group Process & Group Leadership in Organizations*	3
ORG 7302	Advanced Research Methods	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7415	Advanced Statistics	3
ORG 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

HUM 7200	Governance & Finance in Non-Profit Organizations	3
ORG 7500	Diversity in the Workplace	3
ORG 8532	Advanced Seminar: The Leader as Coach	3
HUM 8519	Advanced Seminar: Ethical Issues in Non-Profit Management	3
ORG 8522	Transformational Leadership, Coaching Top Level Executives*	3
HUM 8060	The Non-Profit Executive as Fund Raiser	3
HUM 8070	Advanced Seminar: Volunteers & Non-Profit Governance	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students these three courses have a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Non-Profit Management Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5001 and ORG 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Non-Profit Management Specialization.

**Doctor of Psychology (PsyD),
Organizational Leadership Specialization**

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Organizational Leadership Specialization program includes the theoretical and practical study of psychology as applied to organizational environments with the objective of understanding human behavior, characteristics and performance dynamics. Programmatic goals are to increase individual leadership potential and enhance organizational effectiveness through the application of knowledge and interventions that raise individual performance, improve process relationships, enhance understandings of culture and equity and promote leadership. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsyds for Denver Instructional Site program information and www.rockies.edu/opsyds for online program information.

*The Doctor of Psychology, Organizational Leadership Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Organizational Leadership Specialization will be able to:

1. Evaluate and apply psychological research in organizations;
2. Evaluate the impact of social and cultural diversity in organizations and formulate assessment plans and strategies;
3. Assess human behavior, both normal and abnormal, and facilitate appropriate growth and change;
4. Evaluate concepts and formulate plan(s) essential to ethical practice in organization;
5. Assess, plan and execute appropriate interventions in complex organizational systems; and
6. Demonstrate leadership skills appropriate for a variety of settings and complexities.

Core Course Requirements

Introductory Course Requirements		Credits
ORG 5001	Survey of Psychology I	3
ORG 5002	Survey of Psychology II	3

Students entering the program without a Bachelor’s or Master’s degree in psychology or a related field are required to successfully complete ORG 5001 Survey of Psychology I (3 credits) and ORG 5002 Survey of Psychology II (3 credits) as part of the program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
ORG 7509	History & Systems of Psychology	3
ORG 7510	Biological Bases of Behavior	3
ORG 7600	Family Systems	3
ORG 7210	Adult Psychopathology & Treatment I	3
ORG 7260	Adult Psychopathology & Treatment II	3
ORG 7272	Group Process & Group Leadership in Organizations*	3
ORG 7302	Advanced Research Methods	3
ORG 7402	Advanced Tests & Measurements	3
ORG 7415	Advanced Statistics	3
ORG 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

ORG 8530	Influence, Motivation & Persuasion in the Workplace	3
ORG 8512	Leadership & Organizational Cultures	3
ORG 8520	Coaching for High Performance	3
ORG 8534	Advanced Seminar: Human Resources Business Strategy	3
ORG 8522	Transformational Leadership, Coaching Top Level Executives*	3
ORG 8500	Advanced Topics in Organizational Consulting	3
ORG 8535	Organizational Consulting as a Business	3

Doctoral Capstone and Dissertation Courses

ORG 8770	Doctoral Capstone Seminar	4
ORG 8910	Dissertation Planning I	1
ORG 8912	Dissertation Planning II	1
ORG 8990	Dissertation	5
Total Credits		68

**This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the student. However, these costs are included within the Federal Financial Aid Cost of Attendance.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Organizational Leadership Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- Earn a minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive ORG 5001 and ORG 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Organizational Leadership Specialization.

School of Professional Psychology

Mission Statement - School of Professional Psychology

Within the mission of University of the Rockies, the School of Professional Psychology provides ethical, scholarly, and personalized graduate education that prepares individuals for practice in the applications of psychology.

Degree Programs

Master of Arts (MA) in Counseling

- Specializations
 - Marriage and Family Therapy
 - Mental Health Counseling

Master of Arts (MA) in Psychology

- Specializations
 - Career Management and Counseling
 - General Psychology
 - Sport and Performance Psychology

Doctor of Psychology (PsyD)

- Specializations
 - Clinical
 - Sport and Performance Psychology

Master of Arts in Counseling, Marriage and Family Therapy Specialization

Offered at the Denver Instructional Site

This program may lead to licensure.*

In the Master of Arts in Counseling, Marriage and Family Therapy Specialization program students take a core curriculum that includes the study of theoretical and applied psychology and counseling with the objectives of understanding human development, family dynamics and systems, treatment strategies for couples and families, professional ethics, assessment and statistics, and counseling techniques. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmacmft for Denver Instructional Site program information.

***Licensure Information**

All prospective students are advised to contact individual state boards of marriage and family therapists for additional information relating to licensure requirements prior to enrolling. A list of state marriage and family therapy boards is available here: www.amftfb.org/stateboards.cfm. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change. This program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or the American Association for Marriage and Family Therapy (AAMFT), which may be a requirement for licensure in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field.

Note: Students entering the program without an appropriate foundation in psychology as outlined in the *Admission Policies and Requirements* section of this *Catalog* will be required to take PSY 5001 Survey of Psychology I and PSY 5002 Survey of Psychology II. Credits earned will be in addition to published program requirements.

Program Learning Outcomes

Graduates of the Master of Arts in Counseling, Marriage and Family Therapy Specialization will be able to:

1. Analyze concepts and demonstrate skills that are fundamental to ethical practice in marriage and family therapy;
2. Demonstrate an understanding of the complexity of client situations and problems and think critically about the process of change;
3. Evaluate and apply psychological research in marriage and family therapy practice and communicate this knowledge effectively;
4. Evaluate one's own decisions and behaviors as they affect relationships with clients and colleagues;
5. Relate prior knowledge to current therapy situations; and
6. Evaluate the impact of social and cultural diversity in professional practice.

Program Requirements

1st Year Courses		Credits
CSL 5130	Life Span Development	3
CSL 5101	Professional Orientation & Issues in Counseling	3
CSL 5280	Ethics, Laws & Standards of Professional Practice*	3
CSL 6600	Theories & Techniques of Marriage & Family Therapy I	3
CSL 6160	Family Systems & Dynamics	3
CSL 6210	Survey of Psychopathology	3
CSL 6951	Marriage & Family Therapy Practicum	1
CSL 6580	Human Sexuality & Sexual Disorders	3
CSL 6610	Theories & Techniques of Marriage & Family Therapy II	3
CSL 6952	Marriage & Family Therapy Practicum	1
CSL 5530	Cultural Diversity & Individual Differences	3
CSL 5400	Statistics & Research Design	3
CSL 6953	Marriage & Family Therapy Internship	1
2nd Year Courses		Credits
CSL 5610	Psychometrics: Tests & Measurements	3
CSL 6460	Marital Systems	3
CSL 6954	Marriage & Family Therapy Internship	1
CSL 6220	Family/Marital Assessment	3
CSL 6230	Treatment of Family Violence	3
CSL 6955	Marriage & Family Therapy Internship	1
CSL 6380	Seminar in Marriage & Family Therapy	3
CSL 6120	Lifestyle & Career Development	3
CSL 6956	Marriage & Family Therapy Internship	1
CSL 6470	Theories & Techniques of Group Counseling & Psychotherapy	3
CSL 6957	Marriage & Family Therapy Internship	1

Elective	2
Comprehensive Examination	
Total Credits	60

*This course may not be transferred in.

Choose from the following Electives:

CSL 6585	Play Therapy	2
CSL 6570	Comparative Styles in Parenting	2
CSL 6575	Couples Communication	2
CSL 6370	Addiction Counseling	3

Graduation Requirements

To be eligible for the Master of Arts in Counseling, Marriage and Family Therapy Specialization, a student must successfully:

- Complete the approved program consisting of 60 credits;
- Complete 20 hours of personal psychotherapy;
- Earn a minimum cumulative grade point average of 3.00;
- Complete practicum and internship requirements; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Counseling, Marriage and Family Therapy Specialization.

Master of Arts in Counseling, Mental Health Counseling Specialization

Offered at the Denver Instructional Site

This program may lead to licensure.*

In the Master of Arts in Counseling, Mental Health Counseling Specialization program students take a core curriculum that includes the study of theoretical and applied psychology and counseling with the objectives of understanding human development, child and adult psychopathology and treatment, professional ethics, assessment and statistics, and counseling techniques. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmacmhc for Denver Instructional Site program information.

*Licensure Information

All prospective students are advised to contact individual state boards of counselors for additional information relating to licensure requirements prior to enrolling. A list of state counseling boards is available here: <http://www.nbcc.org/Directory>. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change. This program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which may be a requirement for licensure in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field.

Note: Students entering the program without an appropriate foundation in psychology as outlined in the *Admission Policies and Requirements* section of this *Catalog* will be required to take PSY 5001 Survey of Psychology I and PSY 5002 Survey of Psychology II. Credits earned will be in addition to published program requirements.

Program Learning Outcomes

Graduates of the Master of Arts in Counseling, Mental Health Counseling Specialization will be able to:

1. Analyze concepts and demonstrate skills that are fundamental to the ethical practice in psychology and counseling;
2. Demonstrate an understanding of the complexity of client situations and problems and think critically about the process of change;
3. Evaluate and apply psychological research in clinical practice and communicate this knowledge effectively;
4. Evaluate one's own decisions and behaviors as they affect relationships with clients and colleagues;
5. Relate prior knowledge in clinical domains to current clinical situations; and
6. Evaluate the impact of social and cultural diversity in clinical practice.

Program Requirements

1st Year Courses		Credits
CSL 5130	Life Span Development	3
CSL 5101	Professional Orientation & Issues in Counseling	3
CSL 5280	Ethics, Laws & Standards of Professional Practice*	3
CSL 5290	Theories & Techniques of Counseling & Psychotherapy	3
CSL 6210	Survey of Psychopathology	3
CSL 5400	Statistics & Research Design	3
CSL 6851	Counseling Practicum	1
CSL 5410	Physiological Bases of Behavior	3
CSL 5420	Principles of Social Psychology	3
CSL 6852	Counseling Practicum	1
CSL 6501	Psychology of Personality	3
CSL 5330	History of Psychology	3
CSL 6853	Counseling Internship	1
2nd Year Courses		Credits
CSL 5610	Psychometrics: Tests & Measurements	3
CSL 6160	Family Systems & Dynamics	3
CSL 6854	Counseling Internship	1
	Elective	3
CSL 5530	Cultural Diversity & Individual Differences	3
CSL 6855	Counseling Internship	1
CSL 6120	Lifestyle & Career Development	3
	Elective	3
CSL 6856	Counseling Internship	1
CSL 6470	Theories & Techniques of Group Counseling & Psychotherapy	3
	Elective	3
CSL 6857	Counseling Internship	1
	Comprehensive Examination	
Total Credits		61

*This course may not be transferred in.

Choose from the following *Electives*:

CSL 6230	Treatment of Family Violence	3
CSL 6580	Human Sexuality & Sexual Disorders	3
CSL 6600	Theories & Techniques of Marriage & Family Therapy I	3
CSL 6820	Treatment of Children & Adolescents	3
CSL 6140	Assessment of Children & Adolescents	3
CSL 6370	Addiction Counseling	3
CSL 6585	Play Therapy	2
CSL 6570	Comparative Styles in Parenting	2
CSL 6575	Couples Communication	2

Graduation Requirements

To be eligible for the Master of Arts in Counseling, Mental Health Counseling Specialization, a student must successfully:

- Complete the approved program consisting of 61 credits;
- Complete 20 hours of personal psychotherapy;
- Earn a minimum cumulative grade point average of 3.00;
- Complete practicum and internship requirements; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Counseling, Mental Health Counseling Specialization.

Master of Arts in Psychology, Career Management and Counseling Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Career Management and Counseling Specialization program is designed for students with a baccalaureate degree in any academic discipline who seek careers in the application of psychological science and principles to career decision-making, job seeking, and career change. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapscmc for Denver Instructional Site program information and www.rockies.edu/omapscmc for online program information.

*The Master of Arts in Psychology, Career Management and Counseling Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Career Management and Counseling Specialization will be able to:

1. Demonstrate knowledge of, and skill in applying psychological research principles and methodology;
2. Understand the basic principles impacting human learning and how these principles can be used to affect behavior change;
3. Demonstrate knowledge of the principles of social psychology, particularly the ways in which groups impact behavior, behavior in groups, and changes that occur in behavior as a function of group membership/interaction;
4. Demonstrate knowledge of human development and developmental patterns;
5. Demonstrate an understanding of the biological bases of behavior, basic neurological processes, the central nervous system, and body/behavior interaction;
6. Demonstrate knowledge of cognitive bases of behavior, principles of sensation, perception, learning and human information processing systems;
7. Demonstrate knowledge of personality theories, personality types, emotional patterns and bases of behavior related to personality types;
8. Demonstrate knowledge and understanding of basic statistical principles and psychometric theory;
9. Demonstrate knowledge of career development patterns and processes;
10. Demonstrate knowledge of the world of work and methods of acquiring occupational information; and
11. Demonstrate knowledge of the techniques used in career counseling and career assessment/testing.

Core Course Requirements

Course		Credits
PSY 5003	Introduction to Applied & Professional Psychology	3
PSY 5130	Life Span Development	3
PSY 6501	Psychology of Personality	3
PSY 5400	Statistics & Research Design	3
<i>Specialization Requirements</i>		
PSY 5280	Ethics, Laws & Standards of Professional Practice*	3
PSY 5800	Mental Health & Psychopathology in the Workplace	3
PSY 5610	Psychometrics: Tests & Measurements	3
PSY 5290	Theories & Techniques of Counseling & Psychotherapy	3
PSY 6290	Learning Theory & Behavioral Applications	3
PSY 6120	Lifestyle & Career Development	3
PSY 5530	Cultural Diversity & Individual Differences	3
PSY 6121	Theories & Techniques of Career Counseling	3
PSY 6122	Occupational/Educational Information	3
Comprehensive Exam		
Total Credits		39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Career Management and Counseling Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative grade point average of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Career Management and Counseling Specialization.

Master of Arts in Psychology, General Psychology Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, General Psychology Specialization program is a graduate degree in psychology designed primarily for students who wish to meet one of the following goals: (a) prepare for careers as psychological researchers or technicians in behavioral or mental health research organizations, (b) gain education in psychological foundations and research methodologies, demonstrate their ability to succeed in graduate level work and in conducting graduate level research in preparation for entering a Doctoral program, or (c) gain further depth of knowledge in the science of psychology.

Students in the program build a solid foundation of knowledge in the science of psychology, including psychometric theory, statistics and research methodology, human development, learning theory and behavior, and the biological, cognitive, emotional, and social bases of behavior. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapsygp for Denver Instructional Site program information and www.rockies.edu/omapsygp for online program information.

*The Master of Arts in Psychology, General Psychology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, General Psychology Specialization will be able to:

1. Demonstrate knowledge of, and skill in applying psychological research principles and methodology;
2. Understand the basic principles impacting human learning and how these principles can be used to affect behavior change;
3. Demonstrate knowledge of the principles of social psychology, particularly the ways in which groups impact behavior, behavior in groups, and changes that occur in behavior as a function of group membership/interaction;
4. Demonstrate knowledge of human development and developmental patterns throughout the life-span;
5. Demonstrate an understanding of the biological bases of behavior, basic neurological processes, the central nervous system, and body/behavior interaction;
6. Demonstrate knowledge of cognitive bases of behavior, principles of sensation, perception, learning and human information processing systems;
7. Demonstrate knowledge of personality theories, personality types, emotional patterns and bases of behavior related to personality types; and

8. Have knowledge and understanding of basic statistical principles and psychometric theory.

Core Course Requirements

Course		Credits
PSY 5003	Introduction to Applied & Professional Psychology	3
PSY 5130	Life Span Development	3
PSY 6501	Psychology of Personality	3
PSY 5400	Statistics & Research Design	3

Specialization Requirements

PSY 5280	Ethics, Laws & Standards of Professional Practice*	3
PSY 5330	History of Psychology	3
PSY 5410	Physiological Bases of Behavior	3
PSY 5520	Cognitive & Affective Bases of Behavior	3
PSY 5530	Cultural Diversity & Individual Differences	3
PSY 5420	Principles of Social Psychology	3
PSY 6290	Learning Theory & Behavioral Applications	3
PSY 5610	Psychometrics: Tests & Measurements	3
Elective	Any 5000 or 6000-level course not previously taken, excluding PSY 5001, 5002, 5010, and 5011.**	3

Comprehensive Exam

Total Credits	39
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*This course may not be transferred in.

**Applies to courses offered within the School of Professional Psychology.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, General Psychology Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative grade point average of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, General Psychology Specialization.

Master of Arts in Psychology, Sport and Performance Psychology Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Psychology, Sport and Performance Psychology Specialization program is open to students with a baccalaureate degree in any academic discipline. The program is appropriate for those seeking careers in the application of psychology in sports, performance, business and health settings.

The curriculum introduces students to a broad base of psychological assessment and change strategies designed to enhance performance. Students develop a comprehensive understanding of sport and performance psychology, human development, physiological functioning, psychosocial factors and group dynamics. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmapsypsp for Denver Instructional Site program information and www.rockies.edu/omapsypsp for online program information.

*The Master of Arts in Psychology, Sport and Performance Psychology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Psychology, Sport and Performance Psychology Specialization will be able to:

1. Apply psychological methods and research with individuals and groups in sport and performance settings;
2. Evaluate the impact of social and cultural diversity in sport and performance settings;
3. Describe normal and abnormal behavior in sport and performance settings;
4. Employ competence in the delivery of appropriate counseling skills to facilitate growth and change;
5. Utilize the principles and implementation strategies of ethical practices in sport and performance settings;
6. Function as an effective change agent with individuals, groups and organizations; and
7. Exemplify appropriate leadership qualities through sport and performance psychology services.

Core Course Requirements

Course		Credits
PSY 5003	Introduction to Applied & Professional Psychology	3
PSY 5130	Life Span Development	3
PSY 6501	Psychology of Personality	3
PSY 5400	Statistics & Research Design	3

Specialization Requirements

PSY 5280	Ethics, Laws & Standards of Professional Practice*	3
PSY 5290	Theories & Techniques of Counseling & Psychotherapy	3
PSY 5520	Cognitive & Affective Bases of Behavior	3
PSY 6301	Cultural & Historical Approaches to Sports & Performance	3
PSY 6310	Physiological Factors in Sports & Performance	3
PSY 6312	Performance Enhancement	3
PSY 6315	Enhancing Health & Well-Being in Sports & Performance Settings	3
PSY 6318	Youth Development & Sports	3
PSY 6320	Group & Team Dynamics	3
Comprehensive Exam		
Total Credits		39

*This course may not be transferred in.

Graduation Requirements

To be eligible for the Master of Arts in Psychology, Sport and Performance Psychology Specialization, a student must successfully:

- Complete the approved program consisting of 39 credits;
- Earn a minimum cumulative grade point average of 3.00; and
- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Psychology, Sport and Performance Psychology Specialization.

Doctor of Psychology (PsyD), Clinical Specialization

Offered at the Denver Instructional Site

This program may lead to licensure.*

The Doctor of Psychology, Clinical Specialization program follows the Practitioner-Scholar Model, which prepares all students, regardless of previous earned master's degrees** or transfer credits, to be skilled practitioners who provide mental health services that are based upon and firmly grounded in the science of psychology. The program philosophy is to prepare practitioners with the knowledge and skills requisite to critically evaluate and effectively apply scientific research findings to everyday practice. To this end, students complete research methodology coursework and engage in research as a part of the program. Through this experience, students grow in their ability to evaluate the research of others and to conduct research that will ultimately enhance the effectiveness of the services they provide.

Further, the program employs an educational model of experiential learning wherein students learn by and while doing. This is clearly reflected through student involvement in practicum experiences that allow for sequentially graduated levels of responsibility and complexity, from the point of matriculation through the completion of all foundation and applied skill coursework.

Classes are offered in either an evening or weekend format and are taught on campus in a face-to-face format.

Within the PsyD, Clinical Specialization, Doctoral candidates may pursue one of five areas of concentration: Clinical Neuropsychology, Forensic/Correctional Psychology, Health Psychology, Marriage and Family Therapy, and Sport Neuroperformance. The completion of a Concentration is not required in order to graduate with the PsyD, Clinical Specialization degree, but may be chosen by students who want focused education and/or experience in one of the concentration areas. The completion of a Concentration will not be noted on the diploma, but will be listed on graduate transcripts following the granting of the degree.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsydc1 for Denver Instructional Site program information.

Students who complete a Master of Arts in Psychology/ Master of Arts in Counseling program with a specialization in either Marriage and Family Therapy or Mental Health Counseling at University of the Rockies may apply up to 43 credits from their Master's degree toward the Doctor of Psychology, Clinical Specialization, upon acceptance to the program.

* Licensure Information

The Doctor of Psychology, Clinical Specialization program is not accredited by the American Psychological Association (APA) or registered with the Association of State and Provincial Psychology Boards (ASPPB), which is a requirement for licensure in some states. Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to contact individual state boards of psychology for additional information relating to licensure requirements prior to enrolling. In addition, beginning in 2017, APA accreditation

will be a requirement for students who intend to participate in APPIC Match or APPIC-member internships, which may be a requirement for licensure in some states. A list of state psychology boards is available here:

<http://www.asppb.net/?page=BdContactNewPG>. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

Note: Students entering the program without an appropriate foundation in psychology as outlined in the *Admission Policies and Requirements* section of this *Catalog* will be required to take PSY 5001 Survey of Psychology I and PSY 5002 Survey of Psychology II. Credits earned will be in addition to published program requirements.

Program Learning Outcomes

Graduates of the PsyD, Clinical Specialization will be able to:

1. Exhibit behavior and comporment that reflects the values and attitudes of psychology;
2. Demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background and characteristics;
3. Apply ethical concepts and legal issues regarding professional activities with individuals, groups, and organization;
4. Practice with personal and professional self-awareness and reflection, with awareness of competencies, and with appropriate self-care;
5. Relate effectively and meaningfully with individuals, groups, and/or communities;
6. Understand research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect scientifically derived knowledge;
7. Generate research that contributes to the professional knowledge base and evaluate the effectiveness of various professional activities;
8. Integrate research and clinical expertise;
9. Assess and diagnose problems, capabilities, and issues associated with individuals, groups, and/or organizations;
10. Use interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations;
11. Provide expert guidance and/or professional consultation in response to a client's needs or goals;
12. Provide instruction, disseminate knowledge, and evaluate acquisition of knowledge and skill in professional psychology;
13. Supervise and train others in the practice of psychology;
14. Identify and interact with professionals in multiple disciplines and be aware of key issues and concepts in related disciplines;
15. Manage the direct delivery of services and/or the administration of organizations, programs, or agencies; and
16. Advocate for change at the individual, institutional, and/or systems level regarding the impact of social, political, economic or cultural factors.

DEGREE PROGRAMS AND GRADUATE CERTIFICATES

PsyD, Clinical Specialization Program Requirements

1st Year Courses		Credits
PSY 5003	Introduction to Applied & Professional Psychology*	3
PSY 5130	Life Span Development*	3
PSY 5280	Ethics, Laws & Standards of Professional Practice*^	3
PSY 5290	Theories & Techniques of Counseling & Psychotherapy*	3
PSY 5400	Statistics & Research Design*	3
PSY 5330	History of Psychology*	3
PSY 5410	Physiological Bases of Behavior*	3
PSY 5420	Principles of Social Psychology*	3
PSY 5530	Cultural Diversity & Individual Differences*	3
PSY 5520	Cognitive & Affective Bases of Behavior*	3
PSY 6501	Psychology of Personality*	3
2nd Year Courses		Credits
PSY 6160	Family Systems & Dynamics*	3
PSY 5610	Psychometrics: Tests & Measurements*	3
PSY 7961	Clinical Practicum	1
	Doctoral Qualifying Exam	
PSY 7210	Psychopathology I: Adults^	3
PSY 7220	Clinical Personality Assessment: Objective Techniques	3
PSY 7962	Clinical Practicum	1
PSY 7360	Psychopathology II: Children & Adolescents^	3
PSY 7340	Assessment of Intelligence	3
PSY 7963	Clinical Practicum	1
PSY 7480	Neuropsychology	3
PSY 6470	Theories & Techniques of Group Counseling & Psychotherapy	3
PSY 7964	Clinical Practicum	1
PSY 6580	Human Sexuality & Sexual Disorders	3
PSY 7540	Clinical Personality Assessment: Projective Techniques	3
PSY 7965	Clinical Practicum	1
3rd Year Courses		Credits
PSY 7870	Substance Abuse & Dependence	3
PSY 7640	Quantitative Research Design & Methods	3

PSY 7971	Clinical Practicum	1
PSY 7740	Qualitative Research Design & Methods	3
PSY 7490	Integrative Report Writing	2
PSY 7720	Evidence-Based Practices in Psychotherapy	1
PSY 7972	Clinical Practicum	1
PSY 7880	Psychopharmacology	3
PSY 7620	Professional Issues in Clinical Psychology	3
PSY 7973	Clinical Practicum	1
PSY 7940	Advanced & Multivariate Statistical Analysis	3
PSY 7950	Theories & Methods of Supervision & Consultation	3
PSY 7974	Clinical Practicum	1
	Elective	3
	Elective	3
PSY 7975	Clinical Practicum	1
4th Year Courses		Credits
	Doctoral Comprehensive Exam	
PSY 7981	Clinical Practicum	1
PSY 7982	Clinical Practicum	1
PSY 7983	Clinical Practicum	1
PSY 7984	Clinical Practicum	1
PSY 7985	Clinical Practicum	1
PSY 8990	Dissertation (1 credit per term, 5 terms)	5
	Elective	3
5th Year Course		Credits
PSY 8980	Pre-Doctoral Internship 1,500 Hours (1 credit per term, 5 terms)	5

Total Credits 121

*Required to complete the Master of Arts in Psychology (39 credits). A minimum of 27 credits taken at University of the Rockies must be earned at the Master’s level in order to earn a Master of Arts in Psychology en route to a PsyD, Clinical Specialization degree. Students must successfully complete the Doctoral Qualifying Exam in order to be awarded a Master of Arts in Psychology.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. For students who have successfully completed their Dissertation requirements and whose final graduation requirement is the Pre-doctoral Internship, the date of degree conferral will reflect the date the final requirement was met. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form,

payment of the graduation fee, and payment of any outstanding balances with the University.

^This course may not be transferred in

Please refer to *Comprehensive Examination School of Professional Psychology* in the *General Academic Policies and Information* section of this *Catalog* for additional information on the *Doctoral Qualifying Exam* and the *Doctoral Comprehensive Exam*.

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Clinical Specialization, a student must successfully complete:

- The approved program consisting of 121 credits*;
- Doctoral Qualifying Exam;
- Doctoral Comprehensive Exam;
- 1,500 hours of Practicum;
- Pre-doctoral Internship;
- Personal Therapy requirement;
- Dissertation requirements; and
- Earn a minimum cumulative grade point average of 3.00.

*Students who elect to enroll in the Sport Neuroperformance Concentration are required to complete 127 total program credits.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Clinical Specialization.

Areas of Concentration

Students in the PsyD, Clinical Specialization program may prepare as a generalist or may choose an emphasis in one or more of University of the Rockies' concentrations. Students who desire a concentration may choose an area and complete the elective courses required for each concentration.

Concentrations are offered in the following areas:

- Clinical Neuropsychology (9 credits)
- Forensic/Correctional Psychology (9 credits)
- Health Psychology (9 credits)
- Marriage and Family Therapy (9 credits)
- Sport Neuroperformance (15 credits)

Clinical Neuropsychology Concentration Requirements

University of the Rockies offers a concentration in Clinical Neuropsychology within the PsyD, Clinical Specialization program. In addition, the Clinical Neuropsychology specialization can be completed by individuals already holding a graduate degree in psychology who wish to acquire a certificate in Neuropsychology. The concentration is primarily aimed at

developing competencies in administering, scoring, and interpreting a wide variety of neuropsychological assessment instruments. The systematic training includes coursework in clinical neuroanatomy, clinical neuropsychopathology (e.g., Parkinson's Disease, movement disorders, dementias, traumatic brain injury), clinical psychopharmacology (neuroactive drugs that can skew measurement), and supervised practice in neuropsychological assessment.

Courses in biological bases of behavior and psychopharmacology are a part of the PsyD, Clinical Specialization degree program.

Note: Neuropsychology is typically a post-Doctoral specialty designation, requiring state licensure as a psychologist and several years of specialized training and supervised practice. Those prospective or current students who are interested in completing the requirements necessary to practice as a neuropsychologist should consult with the National Academy of Neuropsychology and the state psychology licensing board in which they are practicing or would like to practice to determine the requirements for designation as a neuropsychologist. This concentration does not lead to a designation or licensure as a neuropsychologist.

Courses (9 credits):

- PSY 8185 Pediatric Neuropsychology (3 credits)
- PSY 8110 Neuropsychological Assessment (3 credits)
- PSY 8170 Neurofeedback Assessment & Treatment (3 credits)

Forensic/Correctional Psychology Concentration Requirements

The Forensic/Correctional Concentration within the PsyD, Clinical Specialization is designed to give students an introduction to the exciting and emerging fields of Forensic and Correctional Psychology. At its core, Forensic Psychology is the application of psychological principles, research, assessment and practice to the legal, correctional, and criminal/civil justice systems, while Correctional Psychology is the application of psychological principles, research, assessment and practice to correctional systems and facilities. Students who complete this concentration will have a good understanding of the various areas in which forensic and correctional psychologists practice, including corrections, law enforcement, research, consultation and assessment. Students examine the forensic and correctional applications of traditional personality and cognitive assessment instruments and specific forensic instruments used for evaluation of such areas as competency to stand trial, psychopathology, propensity to commit sexual offenses, risk of violent behavior, and general response style. Through hands-on practice (under supervision), students develop a basic competency in the major personal and social theories of correctional mental health practice and family violence, including elder abuse, and develop skills in the treatment of inmates and victims of family and other types of violence.

Courses (9 credits):

Choose 9 credits from the following:

- PSY 8540 Forensic Psychology (3 credits)
- PSY 8160 Forensic Assessment (3 credits)
- PSY 8310 Correctional Mental Health: Theory and Practice (3 credits)
- PSY 6230 Treatment of Family Violence (3 credits)

Health Psychology Concentration Requirements

The Health Psychology Concentration within the PsyD, Clinical Specialization program is designed to prepare psychologists to function more effectively in health care settings and to develop a much deeper understanding of the interrelationships between physical and emotional health. Students may focus their studies within the concentration in general health psychology or in pain management.

Courses in biological bases of behavior and psychopharmacology are a part of the PsyD, Clinical Specialization degree program.

Courses (9 credits):

- PSY 8820 Health Psychology (3 credits)

Choose 6 credits from the following:

- PSY 8821 Major Illnesses: Health Psychology's Role (3 credits)
- PSY 8822 Treatment Approaches in Health Psychology (3 credits)
- PSY 8823 Medical Ethics in Health Psychology (3 credits)

Marriage and Family Therapy Concentration Requirements

The Marriage and Family Therapy Concentration within the PsyD, Clinical Specialization program prepares the clinician to work with a wide range of issues that confront families and systems. This concentration focuses on the systemic approach for numerous problem areas and diagnoses. Topics covered include: assessment, treatment, and interventions.

Courses (9 credits):

Choose 9 credits from the following:

- PSY 6460 Marital Systems (3 credits)
- PSY 6600 Theories & Techniques of Marriage & Family Therapy I (3 credits)
- PSY 6610 Theories & Techniques of Marriage & Family Therapy II (3 credits)
- PSY 8620 Advanced Seminar in Marriage & Family Therapy (3 credits)

Sport Neuroperformance Concentration Requirements

University of the Rockies offers within the PsyD, Clinical Specialization program a concentration in Sport Neuroperformance. The concentration is primarily designed to prepare psychologists to work with athletes and other performers in a variety of contexts. With an emphasis on neuropsychology, students in this concentration learn neuropsychological assessment skills, concussion assessment and management skills, psychological aspects of injury, as well as performance enhancement techniques. This concentration consists of 15 credits of coursework, and can be completed by students enrolled in the University of the Rockies PsyD, Clinical Specialization.

Courses (15 credits):

- PSY 8110 Neuropsychological Assessment (3 credits)
- PSY 8170 Neurofeedback Assessment and Treatment (3 credits)
- PSY 7314 Rehabilitation in Sports & Performance (3 credits)

- PSY 7301 Advanced Performance Enhancement I: Core Mind-body Practices (3 credits)
- PSY 8190 Sport Neuropsychology (3 credits)

Note: This concentration in the PsyD, Clinical Specialization program does not lead to Association for Applied Sport Psychology (AASP) certification. AASP does not certify programs or curricula, but rather approves specific courses in 12 areas leading to certification. Many of the courses in the PsyD, Clinical Specialization program, Sport Neuroperformance Concentration at University of the Rockies have been approved by AASP as meeting criteria in specific content areas, but students may need to use undergraduate courses or take additional courses to meet all AASP requirements. Students will complete practicum courses as part of this Concentration that may meet some or all of AASP internship requirements for certification. Students are strongly encouraged to check with AASP to determine specific internship requirements.

Electives

Electives are offered based on the interests and needs of the student body and the availability of faculty with expertise in each area. Electives required for a concentration are offered on an "as needed" basis. Students should consult their Registrar Advising Specialist concerning the timing of enrollment in relevant electives. Students usually take electives in their third year of study; however, certain one-hour electives offered by visiting faculty are open to students in the first and second years of the program. Students should consult the Registrar's Office concerning the timing of enrollment in relevant electives. Students are advised that taking electives out of their normal course sequence could delay completion of their program.

Annual Student Review

At the conclusion of each academic year, the faculty review the progress of each student in the program. This review includes grades, course evaluations, practicum work, and other feedback from faculty, instructors, and supervisors. Faculty Mentors provide feedback to their students, including strengths and any areas that may need improvement. This feedback is documented on the *Annual Student Review* form.

Grand Rounds

Grand Rounds are generally held once a term. Grand Rounds offer students and faculty an opportunity to participate in a school-wide presentation by a student, faculty member, or other professional who presents on a professional or clinical topic of interest. The Director of Clinical Training, who serves as the moderator, appoints a panel consisting of at least one faculty member and one student who have a special interest in the topic. The faculty member and the student lead the discussion after the presentation. All students and faculty are invited to attend the Grand Rounds, which may, in certain instances, be required as part of Professional Issues.

Enrolling in Practica and Advancement to Pre-Doctoral Internship

Students in the PsyD, Clinical Specialization must complete 1,500 hours of practica. To enroll in practica, students must complete all prerequisite courses and have approval from the Director of Clinical Training. In addition, students who are completing a practicum in Colorado must obtain registration with the Colorado Department of Regulatory Agencies (DORA) prior to beginning their practicum experience at the University, and all clinical or counseling students in the School

of Professional Psychology must have personal liability insurance prior to beginning practicum. Students will be required to provide documentation of registration with DORA if they are completing practicum hours in Colorado, and documentation of a current professional liability policy for all clinical or counseling practicum experiences.

The Pre-Doctoral Internship is a State of Colorado requirement for licensure as a psychologist. Students in the Doctor of Psychology (PsyD), Clinical Specialization are eligible for advancement to Pre-Doctoral Internship after successfully completing a minimum of 111 semester hours of required and elective graduate credit, passing the Doctoral Comprehensive Exam, and having completed the formal Dissertation Proposal. The student can then enroll in Pre-Doctoral Internship (PSY 8980). The PsyD, Clinical Specialization program requires a 1,500-hour Pre-Doctoral Internship at a University of the Rockies approved site. Students must complete the Pre-Doctoral Internship in no less than 12 months and no more than 24 months. The Pre-Doctoral Internship is designed to provide an intensive clinical experience building upon the coursework, practica experiences, and supervision skills developed during the previous years of the Doctoral program. The Pre-Doctoral Internship must be conducted in a setting which meets the same requirements as APPIC or APA internship sites and must be approved by the University of the Rockies Director of Clinical Training.

To prepare for the Pre-Doctoral Internship, students are encouraged to read *Guide to Obtaining a Psychology Internship* (4th ed., 2001) by E. Megargee. This book describes the Pre-Doctoral Internship application process, and specific chapters cover preparation of the curriculum vitae and the interview process. For further detailed information, see the *University of the Rockies Pre-Doctoral Internship Handbook* and contact the Director of Clinical Training.

Successfully completion of the Pre-Doctoral Internship and successful defense of the Dissertation are required for graduation and awarding of the Doctor of Psychology (PsyD) degree.

Clinical Program Time Limits

In keeping with some licensing board regulatory statutes, students cannot complete a Clinical Doctoral program at University of the Rockies in less than three years. To satisfy the residency requirement, the University requires students to complete full-time enrollment of six (6) semester credits or more of regular course work for five (5) consecutive terms (one academic year). Students should be aware that this is a requirement for graduation. In addition, the PsyD, Clinical Specialization program has a seven (7) year time limit from the term that the student was admitted to the PsyD, Clinical Specialization program. Students can expect to complete the PsyD, Clinical Specialization program in four and one half years to five years of continuous full-time study from their beginning term.

In some circumstances it may take longer for an individual student to earn his or her Doctoral degree. For instance, not maintaining full-time status, taking an academic leave from the program, retaking a class, failing to advance to the next stage of the program at an annual review, or failing to pass the Comprehensive Examinations, or the Dissertation defense, can delay a student's completion of the program. From the time a student enters the first term of the PsyD, Clinical Specialization program, he or she has a maximum of seven years to complete the program, except in exceptional cases approved by the Dean

of the School.

Guidance in the Profession

University of the Rockies provides coursework that is designed to be beneficial to students in preparing to find employment in the mental health field either while attending the University or upon graduation. Part of the Professional Issues in Clinical Psychology (PSY 7620) curriculum for PsyD, Clinical Specialization students includes helping graduates prepare for, and succeed in, positions within the field of psychology.

Members of the University faculty are available to talk to students about what it means to be in the profession and to give advice on career decision making. Collectively, the faculty has many years of experience in the mental health profession and can be a rich resource to students in career planning.

The Career Services department is available to provide students with additional assistance with interviewing, resume preparation, job search techniques, and informational resources.

Doctor of Psychology, Respecialization

University of the Rockies does not provide a Doctor of Psychology (PsyD) Respecialization course of study. Students wishing to pursue a doctorate in clinical psychology who already have an advanced degree in psychology should consult with an Admissions Counselor or the Dean of the School of Professional Psychology to determine the recommended program of study at University of the Rockies.

Doctor of Psychology (PsyD), Sport and Performance Psychology Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Psychology, Sport and Performance Psychology Specialization program is designed for students with career aspirations in applying the principles of psychology to sport and performance. The emphasis of the program is to train students in advanced psychological assessment and change strategies designed to enhance performance. Students learn to utilize comprehensive approaches in the evaluation of sport and performance psychology, human development, physiological functioning, psychosocial factors and group dynamics. The course materials present diverse and in-depth ways of realizing human potential. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dpsydspp for Denver Instructional Site program information and www.rockies.edu/opsydspp for online program information.

*The Doctor of Psychology, Sport and Performance Psychology Specialization program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PsyD, Sport and Performance Psychology Specialization will be able to:

1. Evaluate effective applications of physiological and psychological research in sport and performance settings;
2. Examine the impact of social and cultural diversity in sport and performance settings;
3. Evaluate normal and abnormal behavior in sport and performance settings;
4. Employ ethical practices in sport and performance settings;
5. Assess group and team dynamics in sport and performance settings;
6. Execute appropriate performance enhancement interventions with individuals, teams and organizations; and
7. Demonstrate leadership skills appropriate for sport and performance settings.

Program Requirements

Introductory Course Requirements		Credits
PSY 5001	Survey of Psychology I	3
PSY 5002	Survey of Psychology II	3

Students entering the program without a Bachelor's or Master's degree in psychology or a related field are required to successfully complete PSY 5001 Survey of Psychology I (3 credits) and PSY 5002 Survey of Psychology II (3 credits) as part of the

program. These two courses are designed to prepare students for the remainder of the program.

Course		Credits
PSY 7509	History & Systems of Psychology	3
PSY 7510	Biological Bases of Behavior	3
PSY 7600	Family Systems	3
PSY 7210	Psychopathology I: Adults	3
PSY 7260	Adult Psychopathology & Treatment II	3
PSY 7272	Group Process & Group Leadership in Organizations*	3
PSY 7302	Advanced Research Methods	3
PSY 7402	Advanced Tests & Measurements	3
PSY 7415	Advanced Statistics	3
PSY 7101	Assessment Tools for Organizational Leadership*	3

Specialization Requirements

PSY 7301	Advanced Performance Enhancement I: Core Mind-Body Practices	3
PSY 7305	Advanced Psychomotor Development & Kinesiology	3
PSY 7311	Advanced Performance Enhancement II: Integrative Mind-Body Practices	3
PSY 7314	Rehabilitation in Sports & Performance	3
PSY 7330	Sport & Performance Psychology as a Business*	3
PSY 7317	Advanced Group Dynamics in Sports & Performance Settings	3
PSY 7321	Advanced Performance Enhancement III: The Psychology of Peak Experience	3

Doctoral Capstone and Dissertation Courses

PSY 8770	Doctoral Capstone Seminar	4
PSY 8910	Dissertation Planning I	1
PSY 8912	Dissertation Planning II	1
PSY 8990	Dissertation	5
Total Credits		68

* This course may not be transferred in. For online students this is a weekend in-residence requirement in Denver (Friday midday to Sunday midday). Dates will be published in advance. Travel and related expenses are the responsibility of the

student. However, these costs are included within the Federal Financial Aid Cost of Attendance.

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

Graduation Requirements

To be eligible for the PsyD, Sport and Performance Psychology Specialization, a student must successfully complete:

- The approved program consisting of 68 credits*;
- Dissertation requirements;
- A minimum cumulative GPA of 3.00; and
- In-residence course requirements.
(applies to online students)

* Students who waive PSY 5001 and PSY 5002 are required to take 62 total program credits in order to meet graduation requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Psychology, Sport and Performance Psychology Specialization.

School of Social, Human, and Educational Development

Mission Statement - School of Social, Human, and Educational Development

Within the mission of University of the Rockies, the School of Social, Human, and Educational Development provides scholarly, high quality, and personalized graduate degree programs that prepare individuals for leadership and professional service.

Degree Programs

Master of Arts (MA) in Education

- Specializations
 - Curriculum, Instruction, and Assessment
 - Distance Learning

Master of Arts (MA) in Human Services

- Specializations
 - Mental Health Administration
 - Not-for-Profit Management

Doctor of Philosophy (PhD) in Education

- Specializations
 - Curriculum, Instruction, and Assessment
 - Distance Learning

Doctor of Philosophy (PhD) in Human Services

Master of Arts in Education, Curriculum, Instruction, and Assessment Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Education, Curriculum, Instruction, and Assessment Specialization program is designed for students who have a baccalaureate degree in any academic discipline and who seek careers in the field of curriculum, instruction and assessment. The curriculum in this program focuses on the design, delivery, and assessment of programs, units and lessons, and allows students to conduct comprehensive examination and evaluation of educational and instructional settings. The Master of Arts in Education, Curriculum, Instruction, and Assessment Specialization is aimed at improving instructional methods, curriculum design, assessment strategies, and advanced pedagogical theories. The core courses in this program provide the foundation of knowledge and skills you will need to provide leadership to diverse populations in areas of curriculum development, instructional design, and assessment at all levels.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit <http://www.rockies.edu/dmaed> for Denver Instructional Site program information and <http://www.rockies.edu/omaed> for online program information.

*An education degree from University of the Rockies was not intended to nor does it lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state’s education authorities prior to enrolling at University of the Rockies to determine what state-specific requirements you must complete before obtaining your teacher’s license.

University of the Rockies graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

None of University of the Rockies’ online education programs are CAEP, TEAC, or NCATE accredited, which is a requirement for certification in some states.

Program Learning Outcomes

Graduates of the Master of Arts in Education, Curriculum, Instruction, and Assessment Specialization program will be able to:

1. Investigate historical, theoretical and philosophical foundations of human learning with an emphasis on adult learning;
2. Develop curriculum, instructional strategies & assessments that leverage educational resources and emerging technologies in diverse education;
3. Apply learning theories and models and engage in reflective practice regarding curriculum and instruction;
4. Utilize pedagogical models, frameworks, and approaches;
5. Apply and evaluate assessment models for decision-making related to student learning;
6. Apply principles of legal and ethical decision-making to inform policy and practice;

7. Critically analyze issues of cultural diversity; and
8. Apply emotional intelligence, communication and leadership skills in diverse learning communities.

Specialization Learning Outcomes

1. Apply adult and other learning theories, pedagogical models, and frameworks to current issues in curriculum, instruction, and assessment;
2. Utilize varied instructional strategies and incorporate innovative technologies and enhance student learning;
3. Analyze and apply various methods of assessing, monitoring, and evaluating student learning;
4. Examine legal and ethical issues facing educators;
5. Exercise leadership skills resulting in educational effectiveness; and
6. Design, implement, and evaluate curricula that address diverse learner needs and interests.

Core Course Requirements

Course		Credits
EDU 5101	Learning Theory	3
EDU 5200	Law, Ethics, & Equity in Education	3
EDU 6499	Cultural Diversity & Individual Differences	3
RES 5240	Research Methods	3
EDU 5260	Issues & Trends in Teaching and Learning	3
EDU 5280	Emerging Trends in Technology & Distributed Learning	3
<i>Specialization Requirements</i>		
EDU 6205	Foundations of Curriculum, Instruction, & Assessment	3
EDU 6215	Curriculum Design & Implementation	3
EDU 6235	Strategies for Assessment & Evaluation	3
EDU 6249	Curriculum, Instruction, & Assessment Capstone	3
Total Credits		30

Graduation Requirements

To be eligible for the Master of Arts in Education, Curriculum, Instruction, and Assessment Specialization, a student must successfully:

- Complete the approved program consisting of 30 credits; and
- Earn a minimum cumulative GPA of 3.00.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to

Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Education, Curriculum, Instruction, and Assessment Specialization.

Master of Arts in Education, Distance Learning Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Education, Distance Learning Specialization program is designed for students who seek to advance their skills and career options or seek employment in the new and exciting field of distance learning. It is designed for students with a baccalaureate degree in any discipline who wish to work or lead innovation within educational organizations. The curriculum provides the foundation needed to succeed in the field of distance learning and students in this specialization will gain knowledge about the emerging information and communications technologies being used in the fast-emerging field of distance learning. Students in this specialization will be exposed to gain skills related to collaborative problem solving and critical thinking.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit <http://www.rockies.edu/dmaed> for Denver Instructional Site program information and <http://www.rockies.edu/omaed> for online program information.

*An education degree from University of the Rockies was not intended to nor does it lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state's education authorities prior to enrolling at University of the Rockies to determine what state-specific requirements you must complete before obtaining your teacher's license.

University of the Rockies graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

None of University of the Rockies' online education programs are CAEP, TEAC, or NCATE accredited, which is a requirement for certification in some states.

Program Learning Outcomes

Graduates of the Master of Arts in Education, Curriculum, Instruction, and Assessment Specialization program will be able to:

1. Investigate historical, theoretical and philosophical foundations of human learning with an emphasis on adult learning;
2. Develop curriculum, instructional strategies & assessments that leverage educational resources and emerging technologies in diverse education;
3. Apply learning theories and models and engage in reflective practice regarding curriculum and instruction;
4. Utilize pedagogical models, frameworks, and approaches;

5. Apply and evaluate assessment models for decision-making related to student learning;
6. Apply principles of legal and ethical decision-making to inform policy and practice;
7. Critically analyze issues of cultural diversity; and
8. Apply emotional intelligence, communication and leadership skills in diverse learning communities.

Specialization Learning Outcomes

1. Research and apply learning theories and engage in reflective practices regarding various distributed and computer-mediated learning and technology standards, theories, models and learners;
2. Apply various instructional strategies, methods, approaches, and techniques, incorporating innovative and emerging technologies to enhance student engagement and learning;
3. Evaluate, develop and leverage educational resources for distance learning;
4. Devise methods of supporting diverse populations through distributed learning and technology;
5. Analyze ethical and legal issues related to distance learning;
6. Implement technology solutions based on assessed needs; and
7. Analyze issues related to distributed, online, distance, and computer-mediated learning in a variety of learning communities.

Core Course Requirements

Course		Credits
EDU 5101	Learning Theory	3
EDU 5200	Law, Ethics, & Equity in Education	3
EDU 6499	Cultural Diversity & Individual Differences	3
RES 5240	Research Methods	3
EDU 5260	Issues & Trends in Teaching and Learning	3
EDU 5280	Emerging Trends in Technology & Distributed Learning	3
<i>Specialization Requirements</i>		
EDU 6305	Foundations of Distance Learning	3
EDU 6315	Developing & Managing the Distance Learning Infrastructure	3
EDU 6345	Tools & Technologies in Distance Learning	3
EDU 6359	Implementing Technology Solutions Capstone	3
Total Credits		30

Graduation Requirements

To be eligible for the Master of Arts in Education, Distance Learning Specialization, a student must successfully:

- Complete the approved program consisting of 30 credits; and
- Earn a minimum cumulative GPA of 3.00.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Master of Arts in Education, Distance Learning Specialization.

Master of Arts in Human Services

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Master of Arts in Human Services program is designed for students with a baccalaureate degree in any academic discipline who seek to advance their skills and career options or seek employment in a wide variety of human services positions.

The program allows these prospective students to acquire the conceptual, analytical, and operational knowledge to assume new or more advanced positions in the field of human services. The content is focused around an essential core of learning experiences and skill sets and provides two specializations: Not-for-Profit Management and Mental Health Administration. For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit www.rockies.edu/dmahs for Denver Instructional Site program information and www.rockies.edu/pd/omahs for online program information.

*The Master of Arts in Human Services program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student’s responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the Master of Arts in Human Services program will be able to:

1. Demonstrate understanding of human behavior systems ranging from individuals and groups to organizations, communities, and society;
2. Communicate the core values of the human service profession, its history, ethics, professional standards, and the need to be aware of one’s own values in guiding and directing the work of others; understanding the values, lifestyles, and goals of service consumers and employees;
3. Demonstrate awareness of laws governing service delivery in the human service professions, funding methods, sources, and regulations;
4. Develop and effectively communicate an understanding of, and sensitivity to issues of diversity in human service delivery; and

5. Develop a basic understanding of organizational structure, operation, and management techniques essential to operate human service programs, including grant-writing, planning, and managing budgets, implementing information systems, and developing and leading people.

Core Course Requirements

Course	Credits
HUM 6500 Issues in Human Diversity	3
HUM 5010 Overview of Human Services	3
PSY 5280 Ethics, Laws & Standards of Professional Practice*	3
PSY 5420 Principles of Social Psychology	3
ORG 6503 Organizational Theories & Systems	3
HUM 5060 Grant Writing in Human Services	3
HUM 6405 Applied Research in Human Services	3
HUM 5100 Integrative Project for Human Services Learners	3
Comprehensive Exam	
Total Credits	24

*This course may not be transferred in.

Students must choose from the following specializations:

- Mental Health Administration
- Not-for-Profit Management

Mental Health Administration Specialization Requirements

Course	Credits
HUM 5300 Human Services Policy	3
HUM 5400 Organizational Behavior & Leadership	3
HUM 5500 Human Services Administration	3
Total Credits	9

Not-for-Profit Management Specialization Requirements

Course	Credits
ORG 6515 Social Capital (Networking in Organizations)	3
HUM 5210 Recruiting & Coaching Volunteers	3
HUM 5220 Non-Profit Principles & Practices	3
Total Credits	9

Graduation Requirements

To be eligible for the Master of Arts in Human Services, a student must successfully:

- Complete the approved program consisting of 33 credits;
- Earn a minimum cumulative GPA of 3.00; and

- Pass the Comprehensive Exam at the conclusion of the program.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of the *Petition to Graduate* form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree for the Mental Health Administration Specialization will be noted on the transcript as a Master of Arts in Human Services, Mental Health Administration Specialization.

The degree for the Not-for-Profit Specialization will be noted on the transcript as a Master of Arts in Human Services, Not-for-Profit Management Specialization.

Doctor of Philosophy (PhD) in Education, Curriculum, Instruction, and Assessment Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Education, Curriculum, Instruction, and Assessment Specialization program is designed for students with career aspirations and research interests related to education and specifically to the areas of curriculum, instruction, and assessment. The advanced curriculum in this specialization focuses on providing the students with the skills needed to design and evaluate various curriculum, instruction, and assessment models. The program also focuses on applied research intended to improve instruction using innovative curriculum design and a variety of assessments methodologies. This specialization offers advanced theory and practice in research methodology and the application of curriculum mapping, instructional assessment, and collaborative curriculum development. Research is critical to the advancement of knowledge in this profession. In addition to course-related research activities, students in this PhD program will complete a dissertation, which is a major piece of original research.

In-Residence Workshop: As a doctoral learner, you will attend three non-credit weekend workshops at various stages of your program in Denver, Colorado, in addition to your regular coursework. The workshops are designed to provide students with insights and knowledge related to research as well as provide them with valuable, timely, in-person interaction with one of their professors as they first prepare for and then undertake research and complete their dissertation.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit <http://www.rockies.edu/dphded> for Denver Instructional Site program information and <http://www.rockies.edu/ophded> for online program information.

*An education degree from University of the Rockies was not intended to nor does it lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state’s education authorities prior to enrolling at University of the Rockies to determine what state-specific requirements you must complete before obtaining your teacher’s license.

University of the Rockies graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

None of University of the Rockies’ online education programs are CAEP, TEAC, or NCATE accredited, which is a requirement for certification in some states.

Program Learning Outcomes

Graduates of the PhD in Education, Curriculum, Instruction, and Assessment Specialization program will be able to:

1. Research and evaluate educational theories, systems, learning, and learning communities;
2. Leverage systems, resources, and tools to support diverse populations;
3. Evaluate policies and initiatives fundamental to ethical and legal practice in educational settings and learning communities;
4. Design and evaluate appropriate instructional strategies and systems to support student learning;
5. Analyze the complexity of educational systems and functions as an effective change agent through evidence based application of educational research; and
6. Apply diverse methods and principles of inquiry, discovery, evaluation, and original scholarship to educational research questions and practices.

Specialization Learning Outcomes

1. Evaluate history, theories, methods, issues and trends related to curriculum, instruction, and assessment;
2. Leverage skills, tools, resources, and systems to support diverse populations;
3. Evaluate policies and initiatives that are fundamental to ethical and legal practice in educational settings and learning communities;
4. Design and evaluate appropriate instructional strategies and systems to support student learning;
5. Propose strategies for effective change in educational systems through evidence based application of educational research;and
6. Apply diverse methods and principles of inquiry, discovery, evaluation, and original scholarship to educational research questions and practices.

Core Course Requirements

Introductory Course Requirements	Credits
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EDU 5005 Survey of Education* 3
Students entering the program without a Bachelor’s or Master’s degree in education, early childhood education, educational leadership, teaching, or a related field are required to successfully complete EDU 5005 Survey of Education as part of the program. This course is designed to prepare students for the remainder of the program. This course is intended to familiarize students with nomenclature and concepts specific to the profession of education including curriculum design, theories of learning, and models of instruction.

Course	Credits
EDU 7000 Learning & Cognition	3
EDU 7100 History of Education & Social Change	3
EDU 7120 Transformative Issues & Trends in Education	3

EDU 7200	Strategies for Teaching & Learning	3
EDU 7220	Educational Leadership: Challenges & Opportunities	3
EDU 7240	Diversity in Education	3
RES 7400	Research Design & Methods – Quantitative	3
RES 7410	Research Design & Methods – Qualitative	3
	Research Course**	3

Specialization Requirements

EDU 8205	Advanced Theories & Designs of Learning	3
EDU 8215	Assessment Research & Evaluation	3
EDU 8225	Culture, Curriculum & Learning	3
EDU 8235	Curriculum Development in an Adult Learning Environment	3
EDU 8240	Theories & Models of Instructional Systems Design	3
EDU 8250	Curriculum, Assessment, Design, & Evaluation	3
EDU 8260	Transforming Leaders	3

Doctoral Capstone and Dissertation Courses

EDU 8770	Doctoral Capstone Seminar*	4
EDU 8910	Dissertation Planning I	1
EDU 8912	Dissertation Planning II	1
EDU 8990	Dissertation	5
	Total Credits	62

*This course may not be transferred in.

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

**** Choose from the following Research Courses**

RES 7415	Advanced Statistics	3
RES 7420	Advanced Study in Mixed Research Methods	3
RES 7430	Action Research	3
RES 7440	Advanced Study in Qualitative Research	3

Graduation Requirements

To be eligible for the PhD in Education, Curriculum, Instruction, and Assessment Specialization a student must successfully complete:

- The approved program consisting of 62 credits*;
- Earn a minimum cumulative GPA of 3.00;
- Three non-credit In-residence Workshops**; and
- Dissertation requirements.

* Students entering the program with a Bachelor’s or Master’s degree in education, early childhood education, educational leadership, teaching, or a related field are required to take 59 total program credits in order to meet graduation requirements.

** Please refer to *In-Residence Workshop Requirement School of Social, Human, and Educational Development* in the *General Academic Policies and Information* section of this *Catalog* for more information on in-residence workshop requirements.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Education, Curriculum, Instruction, and Assessment Specialization.

Doctor of Philosophy (PhD) in Education, Distance Learning Specialization

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Education, Distance Learning Specialization program is designed for students with career aspirations and research interests related to education and specifically to the area of distance learning. The advanced curriculum in this specialization is designed to provide opportunities for increasing both depth and breadth of knowledge in the field of distance learning. This specialization offers advanced theory and practice in research methodology and the application of a variety of distance learning theories and practices. Research is critical to the advancement of knowledge in this profession. In addition to course-related research activities, students in this PhD program will complete a dissertation, which is a major piece of original research.

In-Residence Workshop: As a doctoral learner, you will attend three non-credit weekend workshops at various stages of your program in Denver, Colorado, in addition to your regular coursework. The workshops are designed to provide students with insights and knowledge related to research as well as provide them with valuable, timely, in-person interaction with one of their professors as they first prepare for and then undertake research and complete their dissertation.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit <http://www.rockies.edu/dphded> for Denver Instructional Site program information and <http://www.rockies.edu/ophded> for online program information.

*An education degree from University of the Rockies was not intended to nor does it lead to immediate teacher licensure in any state. If you want to become a classroom teacher, contact your state’s education authorities prior to enrolling at University of the Rockies to determine what state-specific requirements you must complete before obtaining your teacher’s license.

University of the Rockies graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following: student teaching or practicum experience, additional coursework, additional testing, or, if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

None of University of the Rockies’ online education programs are CAEP, TEAC, or NCATE accredited, which is a requirement for certification in some states.

Program Learning Outcomes

Graduates of the PhD in Education, Distance Learning Specialization program will be able to:

1. Research and evaluate educational theories, systems, learning, and learning communities;
2. Leverage systems, resources, and tools to support diverse populations;
3. Evaluate policies and initiatives fundamental to ethical and legal practice in educational settings and learning communities;

4. Design and evaluate appropriate instructional strategies and systems to support student learning;
5. Analyze the complexity of educational systems and functions as an effective change agent through evidence based application of educational research; and
6. Apply diverse methods and principles of inquiry, discovery, evaluation, and original scholarship to educational research questions and practices.

Specialization Learning Outcomes

1. Apply research based theories and practices to emerging educational issues distributed learning and technology;
2. Assess root causes of educational problems distributed learning and technology;
3. Develop education-based solutions to societal problems distributed learning and technology;
4. Demonstrate leadership competencies to transform educational policy and practice distributed learning and technology; and
5. Conduct research and disseminate innovative solutions for educational challenges distributed learning and technology.

Core Course Requirements

Introductory Course Requirements		Credits
EDU 5005	Survey of Education*	3
<i>Students entering the program without a Bachelor’s or Master’s degree in education, early childhood education, educational leadership, teaching, or a related field are required to successfully complete EDU 5005 Survey of Education as part of the program. This course is designed to prepare students for the remainder of the program. This course is intended to familiarize students with nomenclature and concepts specific to the profession of education including curriculum design, theories of learning, and models of instruction.</i>		
Course		Credits
EDU 7000	Learning & Cognition	3
EDU 7100	History of Education & Social Change	3
EDU 7120	Transformative Issues & Trends in Education	3
EDU 7200	Strategies for Teaching & Learning	3
EDU 7220	Educational Leadership: Challenges & Opportunities	3
EDU 7240	Diversity in Education	3
RES 7400	Research Design & Methods – Quantitative	3
RES 7410	Research Design & Methods – Qualitative	3
	Research Course**	3

Specialization Requirements

EDU 8310	Research into the Effective Use of Technology in Education	3
EDU 8320	Change in People, Society, Bureaucracies, & Institutions	3
EDU 8330	Bridging the Digital Divide	3
EDU 8340	Laws, Legislation, & Policy in the Use of Technology	3
EDU 8350	Technology Infrastructure Plans	3
EDU 8360	Distance Learning Concepts & Configurations	3
EDU 8370	Involvement & Advocacy in Distance Learning	3

Doctoral Capstone and Dissertation Courses

EDU 8770	Doctoral Capstone Seminar*	4
EDU 8910	Dissertation Planning I	1
EDU 8912	Dissertation Planning II	1
EDU 8990	Dissertation	5
Total Credits		62

* This course may not be transferred in.

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

**** Choose from the following Research Courses**

RES 7415	Advanced Statistics	3
RES 7420	Advanced Study in Mixed Research Methods	3
RES 7430	Action Research	3
RES 7440	Advanced Study in Qualitative Research	3

Graduation Requirements

To be eligible for the PhD in Education, Distance Learning Specialization a student must successfully complete:

- The approved program consisting of 62 credits*;
- Earn a minimum cumulative GPA of 3.00;
- Three non-credit In-residence Workshops**; and
- Dissertation requirements.

* Students entering the program with a Bachelor’s or Master’s degree in education, early childhood education, educational leadership, teaching, or a related field are required to take 59 total program credits in order to meet graduation requirements.

** Please refer to *In-Residence Workshop Requirement School of Social, Human, and Educational Development* in the *General*

Academic Policies and Information section of this *Catalog* for more information on in-residence workshop requirements.

Note: The date of degree conferral recorded on the student’s transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Education, Distance Learning Specialization.

Doctor of Philosophy (PhD) in Human Services

Offered at the Denver Instructional Site and Online

This program is not intended to lead to certification or licensure.*

The Doctor of Philosophy (PhD) in Human Services program is designed for students with career aspirations and research interests related to guiding the policies and practices needed to address the needs of diverse and underserved populations, including those struggling with addiction, illness, poverty and violence. The advanced curriculum in this specialization is designed to provide opportunities for increasing both depth and breadth of knowledge in the field of human services. This specialization offers advanced theory and practice in research methodology and the application of a variety of human services theories and practices. Research is critical to the advancement of knowledge in this profession. In addition to course-related research activities, students in this PhD program will complete a dissertation, which is a major piece of original research.

In-Residence Workshop: As a doctoral learner, you will attend three non-credit weekend workshops at various stages of your program in Denver, Colorado, in addition to your regular coursework. The workshops are designed to provide students with insights and knowledge related to research as well as provide them with valuable, timely, in-person interaction with one of their professors as they first prepare for and then undertake research and complete their dissertation.

For more information about on-time completion rates, the median loan debt of students who completed this program, and other important information, please visit <http://www.rockies.edu/dphdhs> for Denver Instructional Site program information and <http://www.rockies.edu/ophdhs> for online program information.

*The Doctor of Philosophy in Human Services program is not a licensure program and does not prepare an individual to become a licensed psychology professional. University of the Rockies does not represent that this program meets certification or licensure requirements in any state. It is the student's responsibility to review any state certification or licensure requirements in their intended field of employment.

Program Learning Outcomes

Graduates of the PhD in Human Services program will be able to:

1. Design and evaluate research about theories and systems related to human services based on student's specific interests in the field;
2. Investigate matters of social justice in human services organizations, including weaving socio-cultural diversity into their missions, governance structures and operations;
3. Assess, evaluate, and design human services performance structures, capacity building, and talent development implementation strategies specific to the specialization course interests of the student;
4. Apply concepts, demonstrate skills, and evaluate policies and initiatives that are fundamental to ethical and legal practice in human services settings tailored around the student's specialization course interests;

5. Assess the general complexity of human services systems and formulate effective strategies based on best practices; and
6. Advocate through multiple communication methods in support of specific strategies, standards, policies, practices, and service delivery methods.

Core Course Requirements

Introductory Course Requirements		Credits
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HUM 5005	Foundations of Human Services Policy & Practice ^	3
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Students entering the program without a Bachelor's or Master's degree in human services, human performance technology, human resource development, organizational leadership, or a related field are required to successfully complete HUM 5005 Foundations of Human Services Policy & Practice as part of the program. This course is designed to prepare students for the remainder of the program and is intended to familiarize students with nomenclature and concepts specific to the profession of human services including the general scope of policies, practices, and services provided by the discipline.

Course		Credits
HUM 7100	History and Systems of Human Services	3
HUM 7120	Ethics, Equity, & Professional Issues in Human Services	3
HUM 7140	Socio-Cultural Determinants in Society	3
HUM 7160	Organizational Operations & Human Services Administration	3
HUM 7170	Financial & Grant Management	3
HUM 7175	Program Review & Evaluation	3
RES 7400	Research Design & Methods – Quantitative	3
RES 7410	Research Design & Methods – Qualitative	3
	Research Course*	3
HUM 7210	Leadership & Advocacy	3
HUM 7250	Emerging Trends & Innovations in Human Services & Social Sector	3
HUM 7480	Evidence-based Practice in Human Service	3
	Electives**	15

Doctoral Capstone and Dissertation Courses

HUM 8770	Doctoral Capstone Seminar^	4
HUM 8910	Dissertation Planning I	1

HUM 8912	Dissertation Planning II	1
HUM 8990	Dissertation	5
Total Credits		65

^ *This course may not be transferred in.*

Please refer to *Dissertation* in the *General Academic Policies and Information* section of this *Catalog* for more information on dissertation requirements.

*** Choose from the following Research Courses**

RES 7415	Advanced Statistics	3
RES 7420	Advanced Study in Mixed Research Methods	3
RES 7430	Action Research	3
RES 7440	Advanced Study in Qualitative Research	3

**** Choose from the following Elective Courses**

HUM 8105	Applied Human Services Policy	3
HUM 8115	Theories & Strategies of Community Development & Advocacy	3
HUM 8125	Performance & Quality Management	3
HUM 8135	Advanced Issues in Socio-cultural Concepts & Practices	3
HUM 8145	Child & Family Advocacy	3
HUM 8205	Change Agents in Human Service Systems	3
HUM 8215	Special, Vulnerable & Underserved Populations in Human Services	3
HUM 8225	Human Services Information Technology	3

Graduation Requirements

To be eligible for the PhD in Human Services a student must successfully complete:

- The approved program consisting of 65 credits*;
- Earn a minimum cumulative GPA of 3.00;
- Three non-credit In-residence Workshops**; and
- Dissertation requirements.

* Students entering the program with a Bachelor's or Master's degree in human services, human performance technology, human resource development, organizational leadership, or a related field are required to take 62 total program credits in order to meet graduation requirements.

** Please refer to *In-Residence Workshop Requirement School of Social, Human, and Educational Development* in the *General Academic Policies and Information* section of this *Catalog* for more information on in-residence workshop requirements.

Note: The date of degree conferral recorded on the student's transcript and diploma will reflect the end of the term in which the student completes all degree requirements. However, release of transcripts, diplomas, and verifications for degrees awarded are contingent upon submission of an electronic version of the dissertation for binding, the Petition to Graduate form, payment of the graduation fee, and payment of any outstanding balances with the University.

The degree will be noted on the transcript as a Doctor of Philosophy in Human Services.

Section Ten



Course Descriptions

Not all courses are offered in all modalities or with the same frequency. Please reference the *Degree Programs and Graduate Certificates* section of this *Catalog* to find a list of courses offered and/or required in each degree program.

Course Numbering System

The following offers a general correlation between course levels and numbers:

Course Levels Course Number Range

Master's Level 5000-6000

Doctorate Level 7000-8000

University of the Rockies awards semester credit hours.

CSL Counseling

CSL 5101 Professional Orientation & Issues in Counseling

3 credits

This course provides an overall orientation to the counseling profession, including the professional roles, functions, and relationships that counselors hold, counseling practice, history of the discipline, licensing, professional organizations within the discipline, and contemporary issues in the field.

CSL 5130 Life Span Development

3 credits

This course surveys the major theoretical perspectives on life span development from conception through late adulthood. Developmental processes related to physical, cognitive, moral, and emotional functions are reviewed as well as societal and cultural aspects of development. Cross-listed and equivalent to PSY 5130.

CSL 5280 Ethics, Laws &

Standards of Professional Practice

3 credits

This course is a study of the ethical and legal issues confronting those practicing in human services. Topics related to clinical methodology, standards of practice, and inter-professional relations are explored. Students learn principles of ethical decision making, standards for human and animal use in research, and standards of care specified by state and federal laws. Emphasis is placed on exploration of the emotional impact that major ethical and legal dilemmas have on decision making. Students also master the current code of ethics of the American Psychological Association and other professional codes of ethics, such as the code of the American Association of Marriage and Family Therapy or the code of the American Counseling Association. Cross-listed and equivalent to PSY 5280/ORG 6520.

This course may not be transferred in.

CSL 5290 Theories & Techniques of Counseling & Psychotherapy

3 credits

This course is an overview of the psychodynamic, cognitive/behavioral, and existential/humanistic schools of psychology, as well as corresponding models of counseling and frequently used assessment and therapeutic techniques. The primary focus in the course is on the development of both skills and rationale in the application of intervention strategies to treatment and case management. Cross-listed and equivalent to PSY 5290.

CSL 5330 History of Psychology

3 credits

This course introduces students to the theoretical systems, methods of inquiry, and terminologies associated with the history of psychology. The course is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology. The focus is on the major systems of Associationism, Structuralism, Functionalism, Behaviorism, Gestalt, Psychodynamic, and Existential/Humanistic. Cross-listed and equivalent to PSY 5330.

CSL 5400 Statistics & Research Design

3 credits

This course emphasizes statistical concepts related to methods most appropriate to data and theories in psychology. The focus is on a quantitative approach to the concepts and methods of statistical inference. Topics include sampling, frequency distributions, estimation, hypothesis testing, and probability. Statistical analyses covered include correlation, regression, t-tests, nonparametric tests, and Analysis of Variance. Basic research design issues are addressed, with a focus on selecting data analysis techniques to appropriately address research questions and apply the concepts covered to various psychological problems and real life situations. Emphasis is on developing skills in interpreting statistical results presented in research articles. Cross-listed as and equivalent to ORG/PSY 5400.

CSL 5410 Physiological Bases of Behavior

3 credits

This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions.

COURSE DESCRIPTIONS

The course provides an essential knowledge base for most other offerings in the field of psychology. Cross-listed and equivalent to PSY 5410.

CSL 5420 Principles of Social Psychology 3 credits

This course provides an introduction and overview of the principles and theories of social psychology. The course includes exploration of behavior in groups, group impacts on individual behavior and the ways in which organizational rules and norms impact behavior. Constructs of social psychology, including social influence, social thinking, and attitude formation are covered and related to sociological and psychological research. Cross-listed and equivalent to PSY 5420. Equivalent to ORG 5520.

CSL 5530 Cultural Diversity & Individual Differences 3 credits

This course provides a systematic review of the wide range of cultures and individual differences and the ways in which cultural mores, ethnocentrism, and factors such as matters of race, gender, religion, sexual orientation, customs and cultures impact behavior of the individual themselves and of those around them. Through this course, students better understand themselves and others, in terms of perceptions and behaviors. Equivalent to HUM 6500. Cross-listed and equivalent to PSY 5530/ORG 6499/EDU 6499.

CSL 5610 Psychometrics: Tests & Measurements 3 credits

This course involves the study of the theory and practice of psychological measurement. The focus is on the process of measuring and differentiating variables of psychological interest. Students explore basic concepts of measurement and the principles of test construction. The course familiarizes the prospective professional psychologist with the common tests used in psychological and educational practice. These include intellectual, aptitude, and achievement tests; interest inventories; personality tests; and social measures. Cross-listed and equivalent to PSY 5610 /ORG/PSY 5100.

CSL 6120 Lifestyle & Career Development 3 credits

This assessment course focuses on the evolution of the concept of career development. Students review the major theories and their application to the collection, evaluation, and use of career information for counseling psychology as it applies to individuals and groups across the adult life span. Students also learn to use assessment instruments (MBTI, FIRO-B, Strong, etc.) and integrate the findings in vocational counseling situations as they relate to adults. Cross-listed and equivalent to ORG/PSY 6120.

CSL 6140 Assessment of Children & Adolescents 3 credits

This course involves the study of the theory and practice of behavioral and diagnostic assessment of children and adolescents. The course focus is on how behavioral assessment is used to provide information in educational, psychiatric, and neurological practice. Primary emphasis is on adaptive behavior, anxiety, depression, trauma, and learning problems associated with children and adolescents. The student gains familiarity with numerous evaluation instruments and techniques used with children with behavioral, emotional, and learning problems. Prerequisite: CSL 5610. Cross-listed and equivalent to PSY 6140.

CSL 6160 Family Systems & Dynamics 3 credits

This course is an introduction to the systems approach to intervention with families. It includes a historical perspective on family theory development. The focus is on obtaining knowledge and theory about the nuclear family in traditional and alternative forms. Normal family patterns of interaction, family life cycle, family of origin, family subsystems, and societal influence are explored. Contemporary issues and outcome research literature are reviewed. This course serves as a knowledge base for further study of assessment, treatment, and intervention with families. Cross-listed and equivalent to PSY 6160.

CSL 6210 Survey of Psychopathology 3 credits

This course includes an examination of DSM criteria for each disorder listed, differential diagnoses, and etiological theories as revealed in the

most recent research in the field. Students become acquainted with the most efficacious treatment options and have an opportunity to review and analyze the techniques that lead to successful outcomes with clients.

CSL 6220 Family/Marital Assessment 3 credits

This course covers assessment goals related to treatment strategies, assessment techniques, and assessment instruments used in working with couples and families. Guided practice in selecting, administering, scoring, and interpreting assessment techniques and instruments is provided. Prerequisite: CSL 5610.

CSL 6230 Treatment of Family Violence 3 credits

This course explores the major personal and social theories of family violence, including elder abuse. The course focuses on severe marital conflicts, rape, and physical and emotional violence. The cycle of family violence is examined with emphasis on societal factors that contribute to this behavior. Students explore causality and treatment alternatives for victims and perpetrators as well as current research findings in the field. Prerequisite: CSL 6160.

CSL 6370 Addiction Counseling 3 credits

This course addresses the basic models and theories of addiction, substance abuse and chemical dependence; assessment, diagnosis and differential diagnosis of substance use disorders (including assessment with the AUI, ASI, MAST and others); and treatment models and modalities for addicted or substance abusing clients.

CSL 6380 Seminar in Marriage & Family Therapy 3 credits

This course is for students with prior coursework in marriage and family therapy. It focuses on current research and theory in the field, and provides students with the opportunity to build theory and create and develop marriage and family interventions. Prerequisites: CSL 6160 and CSL 6600.

CSL 6460 Marital Systems 3 credits

This course explores current theory and practice of couple and marital therapy. It includes a review of the professional and non-professional literature related to the subject. Topics such as divorce, infidelity, relationship enhancement, cross-cultural marriages, and same sex couples are researched. Interactive patterns, societal influences, and intervention strategies are discussed. Prerequisite: CSL 6160 or equivalent. Cross-listed and equivalent to PSY 6460.

CSL 6470 Theories & Techniques of Group Counseling & Psychotherapy 3 credits

This course is a study of the history, theory, and practice of group counseling and psychotherapy. Several major contemporary models of group counseling are examined. Instructional methods include both didactic presentations and experiential methods. Students are afforded the opportunity to participate in a training group as a group member and as a leader. A strong emphasis is placed on ethical standards and self-assessment of personal strengths and weaknesses that affect group leadership. Prerequisite: CSL 6210. Cross-listed and equivalent to PSY 6470.

CSL 6501 Psychology of Personality 3 credits

This course explores the major theories of personality including Psychodynamic, Behavioral, Biological, Cognitive, Trait-Factor, and Humanistic/Existential approaches. Students study individual theories and compare and contrast these theoretical positions in terms of current research. In addition, students explore the relevance and application of personality theories to the profession of psychology. Cross-listed and equivalent to PSY 6501.

CSL 6570 Comparative Styles in Parenting 2 credits

This course reviews the various styles of parenting and guiding the development of children and adolescents. Styles are compared and contrasted, with specific targets toward assisting parents in the marriage and family counseling process.

CSL 6575 Couples Communication 2 credits

This course provides an examination of the types and levels of effectiveness of communication employed by couples. Areas of focus include communication media, modalities, styles, techniques, and methods of interpretation used by couples.

CSL 6580 Human Sexuality & Sexual Disorders 3 credits

This course focuses on the sexual response cycle, sexual identity, and the treatment of sexual disorders in clinical practice. The primary emphasis is on the way in which a disturbance in the processes of the sexual response cycle (desire/excitement/orgasm/resolution) leads to sexual dysfunction. The student also becomes familiar with the paraphilias and gender identity disorders. Cross-listed and equivalent to PSY 6580.

CSL 6585 Play Therapy 2 credits

This course is designed to acquaint students with the types of children with whom therapy is appropriate and to help students improve their ability to conduct meaningful assessment interviews with children, parents, and teachers. The course emphasizes the play therapy approach to psychotherapy with children and familiarizes the student with current law and play therapy techniques addressing physical, emotional, and sexual abuse of children, including theoretical understanding of play therapy techniques.

CSL 6600 Theories & Techniques of Marriage & Family Therapy I 3 credits

This course is a didactic integration designed to introduce the student to the foundations of marriage and family therapy. It provides an overview of the major theoretical approaches to marriage and family therapy. Assessment techniques and intervention strategies are presented for all of the schools of thought, with an emphasis on inter-generational, communication, experiential, structural, and behavioral approaches. Cross-listed and equivalent to PSY 6600.

CSL 6610 Theories & Techniques of Marriage & Family Therapy II 3 credits

This course focuses on mastery of basic and advanced principles of marriage and family therapy through an integration of therapeutic perspectives of modernist models. Models studied include strategic, brief solution focused, narrative, and integrative. Intervention strategies from each perspective are presented and practiced. Prerequisites: CSL 6160 and CSL 6600. Cross-listed and equivalent to PSY 6610.

CSL 6820 Treatment of Children & Adolescents 3 credits

This course examines effective treatment modalities for at risk populations of children and adolescents. Intervention strategies to support the child within the school, community, and family system are discussed and demonstrated through case studies and video vignettes. The course targets a variety of disorders, the most notable of which are ADD, ADHD, Autism, PDD, Asperger's, Tourette's, Reactive Attachment Disorder, Phobias, NARD, OCD, Fragile X Syndrome, and other genetic disorders.

CSL 6851 Counseling Practicum 1 credit

The Counseling Practicum experience at University of the Rockies is designed to further the classroom experience that students have completed and to allow them to begin practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP). Prerequisites: CSL 5280 and CSL 5290, as well as completion of Practicum Application and permission of instructor.

CSL 6852 Counseling Practicum 1 credit

The Counseling Practicum experience at University of the Rockies is designed to further the classroom experience that students have completed and to allow them to begin practice and application of skills. The competencies that are evaluated are designed to train

graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP). Prerequisite: CSL 6851.

CSL 6853-6857 Counseling Internship 1 credit (each)

The Counseling Internship experience at University of the Rockies is designed to further the classroom and Internship experience that students have completed and to allow them to begin practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP.)

CSL 6951 Marriage & Family Therapy Practicum 1 credit

The Marriage & Family Therapy Practicum experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.) Prerequisites: CSL 5280 and CSL 6600, as well as completion of Practicum Application and permission of instructor.

CSL 6952 Marriage & Family Therapy Practicum 1 credit

The Marriage & Family Therapy Practicum experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.) Prerequisite: CSL 6951.

CSL 6953-6957 Marriage & Family Therapy Internship 1 credit (each)

The Marriage & Family Therapy Internship experience at University of the Rockies is designed to further the classroom knowledge that students have completed and to allow them to begin the practice and application of skills. The competencies that are evaluated are designed to train graduate level mental health clinicians consistent with the standards of national accrediting bodies (e.g., CACREP, AAMFT.)

EDU Education**EDU 5005 Survey of Education** 3 credits

Students entering the program without a Bachelor's or Master's degree in education, early childhood education, educational leadership, teaching, or a related field are required to successfully complete Survey of Education as part of the program. This course is designed to prepare students for the program. This course familiarizes students with terminology and concepts specific to the profession of education including curriculum design, theories of learning, learning communities, and models of instruction. *This course may not be transferred in.*

EDU 5101 Learning Theory 3 credits

This course focuses on human learning theory and systems. It explores historical and theoretical views of human learning throughout the developmental lifecycle. Students will address the factors that contribute to individual differences in learning. Students will investigate the major theories concerning the learning process and explore the implications. Students will analyze and apply research in the field through a combination of critical discussions, case studies, journaling, interviews, and written assignments. Equivalent to ORG 6508.

EDU 5200 Law, Ethics, & Equity in Education 3 credits

This course addresses the ethical and legal issues confronting the practicing educator. Students learn and apply principles of ethical decision making, standards for human and animal use in research, and standards of educational practice specified by state and federal laws. Special focus is placed on equity and rules governing educational institutions and systems.

EDU 5260 Issues & Trends in Teaching & Learning 3 credits

This course addresses the shift from the pedagogy of instructor-led, classroom-based instruction to just-in-time, project-based, collaborative learning. It addresses technology integration, the acceleration of knowledge creation, the changing definition of school, and the shift in authority from the institution to the learning community. The course addresses the issues of accountability, equity, access, privacy, fair use, and protection of children.

EDU 5280 Emerging Trends in Technology & Distributed Learning 3 credits

In contrast to classroom-based learning, the use of mobile, hybrid, and online platforms are emerging as important forces in teaching and training in both education and industry. Students will explore emerging technologies that support student learning, accessibility, and social learning.

EDU 6205 Foundations of Curriculum, Instruction, & Assessment 3 credits

Students in this course will investigate case studies of actual situations involving curriculum, instruction, and assessment in higher education institutions. They will develop a broad perspective of this discipline by critically analyzing the literature and conducting educational research. Students will utilize reflective strategies to analyze and improve professional practice, identify relevant factors in the design of a curriculum, and assess an existing curriculum for their educational setting.

EDU 6215 Curriculum Design & Implementation 3 credits

Students will gain the skills and knowledge needed to apply adult and other learning theories, pedagogical models, and frameworks to current issues in higher education curriculum, instruction, and assessment. This will be accomplished by designing an original sample curriculum, and an implementation and evaluation plan. Students will have the opportunity to apply theoretical learning to a real-world setting. They will utilize varied instructional design strategies and incorporate innovative technologies into their curriculum, implementation, and evaluation plan with the goal of enhancing their own students' learning. Finally, students will integrate effective leadership principles to ensure stakeholder engagement.

EDU 6235 Strategies for Assessment & Evaluation 3 credits

Students will examine formative and summative assessment, and direct and indirect evaluation methods to assess student learning and evaluate the effectiveness of education programs. Leading research and emergent trends for assessment, accountability, and outcomes evaluation will be examined.

EDU 6249 Curriculum, Instruction, & Assessment Capstone 3 credits

This Capstone is a project-based course where students will identify and analyze interconnections between curriculum, instruction, assessment, and emerging technologies. Students will integrate and broaden their understandings of historical, theoretical, and philosophical foundations of adult learning. As preparation for leadership in diverse educational settings, students will also develop models or frameworks to effect change in practice and policy.

This course may not be transferred in.

EDU 6305 Foundations of Distance Learning 3 credits

Distance learning is on the rise and the trend is projected to continue. This course explores the key factors of access, efficiency, and economy as they have influenced the history of distance learning. Emphasis will be placed on how distance learning will continue to evolve into a dynamic force during the 21st century, not only in academia, but other realms.

EDU 6315 Developing & Managing the Distance Learning Infrastructure 3 credits

This course is an exploration of the relationship between training and technology. It will guide students through an exploration of three key components critical to the development of technology solutions based

on the addressed needs of the institution: hardware, software, and training. The course will also explore learning support, operations scalability, and sustainability.

EDU 6345 Tools & Technologies in Distance Learning 3 credits

Cutting edge technologies are affording opportunities for learning innovations. This course explores technological advances that can be leveraged for educational purposes, including social media, games and simulations, digital storytelling, open source initiatives, and massive open online courses (MOOC). The ability to develop and leverage these resources for learning along with the ability to analyze the issues associated with the use of these technologies in a learning community will be stressed.

EDU 6359 Implementing Technology Solutions Capstone 3 credits

This capstone course addresses the analysis of educational situations for potential technology support and addresses pedagogy that supports distance learning. The course prepares candidates to match needs of instructors, diversity of students, and characteristics of the instructional content to the appropriate technology solutions, and apply their learning through an integrative project.

This course may not be transferred in.

EDU 6499 Cultural Diversity & Individual Differences 3 credits

This course provides a systematic review of the wide range of cultures and individual differences and the ways in which cultural mores, ethnocentrism, and factors such as matters of race, gender, religion, sexual orientation, customs and cultures impact behavior of the individual themselves and of those around them. Through this course, students will better understand themselves and others, in terms of perceptions and behaviors. Cross-listed and equivalent to ORG 6499/ PSY 5530.

EDU 7000 Learning & Cognition 3 credits

Educational practice is based on theories and philosophies of learning and cognition. These accepted theories have evolved, from idealism to realism, pragmatism to constructivism, and are incorporating new research in brain-based learning. This course will focus on theories and philosophies of learning and cognition along with ways in which these theories are studied and applied in educational practice.

EDU 7100 History of Education & Social Change 3 credits

This course examines the history and philosophy of education, as well as a systematic analysis of the effect of social change on education and vice versa. Adult learning and higher education settings are a focus in this course.

EDU 7120 Transformative Issues & Trends in Education 3 credits

This course examines current issues in education, and explores how changing social trends affect educational systems and practices bound by decades of tradition. Topics include applicable federal and state policies and regulations, national education standards, access to education, and others.

EDU 7200 Strategies for Teaching & Learning 3 credits

In this course students will examine strategies and approaches used in teaching and student learning. They will investigate and research current issues, with an emphasis on theories, learning, learning communities, and educational systems.

EDU 7220 Educational Leadership: Challenges & Opportunities 3 credits

This course explores current trends in higher education with an emphasis on challenges and opportunities that administrative leadership will face in the next ten years due to changing demographics, technology, structures, and resources. The 21st century education administrator faces a number of challenges including student preparedness, campus safety, reduced institutional aid, programmatic costs, environmental concerns, and a myriad of other factors that make

appropriate problem assessment and decision-making a priority. This course will focus on diagnosing the root causes of common institutional problems and apply appropriate solution-based critical thinking skills.

EDU 7240 Diversity in Education 3 credits

Students will identify and analyze the socio-cultural, institutional, historical, legal and political resources, policies, and needs associated with serving diverse populations in an educational setting. They will be prepared to advocate for underserved communities and for constituents with diverse needs and learning processes. Students will grapple with complex situations and propose strategies for resolution.

EDU 8205 Advanced Theories & Designs of Learning 3 credits

Students will explore the history of and most current research on learning theories and design, and examine how they relate to curriculum, instruction, and assessment. Students will design and/or evaluate appropriate instructional strategies and systems to support student learning at the post-secondary adult education and higher education settings. The student will incorporate factors that contribute to effective learning, along with research driven strategies into curriculum models appropriate to integrate into an institution of higher learning.

EDU 8215 Assessment Research & Evaluation 3 credits

This course will provide an analysis of differing orientations to assessment of student learning, program and instructor evaluation, and outcomes research within educational systems. Emphasis is on assumptions and expectations of what constitutes scientific knowledge and explanations; relationship of research orientation, methods of inquiry, theory, and practice.

EDU 8225 Culture, Curriculum & Learning 3 credits

This course explores literature and recent debate related to culture and linguistic diversity, learning, and instruction both within the United States and globally. Emphasis will be placed on an exploration of the history of and recent debates related to social, cultural and linguistic diversity, learning, and instruction in the service of leveraging resources and systems to support student learning in diverse populations.

EDU 8235 Curriculum Development in an Adult Learning Environment 3 credits

This course combines research from curriculum theory, instructional design, online learning, and instructional text design in order to explore alternative possibilities for designing curriculum materials in an adult learning environment. Students will explore alternative curriculum design possibilities and select and utilize instructional strategies and interventions appropriate for adult learners. The interventions will address the needs of the learners and emphasize evaluation of the learning. The course will put the student in the role of an instructional designer using instructional design competencies to carry out an experiential project.

EDU 8240 Theories & Models of Instructional Systems Design 3 credits

This course will include an examination of the major instructional design models and their theoretical, empirical, historical, and philosophical foundations in technology and media. Students will evaluate current theories and models and examine the historical and philosophical foundations of these theories and will present their analyses of instructional design examples as well as prepare an outline for an instructional design project, incorporating relevant learning theory, media, and other technology applications.

EDU 8250 Curriculum, Assessment, Design, & Evaluation 3 credits

This course will provide students with an opportunity to study curriculum assessment, design and evaluation principles, processes, approaches and models. The focus will be on the resulting impact on curriculum, assessment, design and evaluation modifications at the classroom, school, system, state, and national levels. The influence of

societal trends will be examined as will recent major higher educational reform efforts and potential future trends.

EDU 8260 Transforming Leaders 3 credits

This course is designed for students to develop an understanding of the roles of Transforming Curriculum, Assessment, and Instructional Leaders. The various higher education leadership roles will be examined within the context of historical, current and emerging approaches to curriculum development, teaching, as well as innovations in curriculum, assessment and teaching. Additional topics include supervision, coaching and mentoring, professional development, law, ethics, consultation and collaboration, partnerships, advocacy, problem-solving, conflict management, and decision-making.

EDU 8310 Research into the Effective Use of Technology in Education 3 credits

Two decades of experimenting in the use of technology in teaching, training, and learning have resulted in both unexpected successes and misspent millions. This course explores the use of technology to support student achievement. Students will critically review the history not only of the success and failure of technology integration, but also will critically evaluate the research that has been conducted on technology integration in education. Students will prepare an analysis of the research as part of a proposal to their educational institutions regarding the most effective use of technology to support student achievement.

EDU 8320 Change in People, Society, Bureaucracies, & Institutions 3 credits

This course explores the contradictory roles of educators and educational institutions in both preserving the past and preparing students for the future. The impacts of recent innovations and advancements in technologies have not been fully realized and will be the foundation of exploration in this course. The role of change agents, early adopters, and the diffusion process on the acceptance of innovation will be investigated.

EDU 8330 Bridging the Digital Divide 3 credits

Differences in access to technology are emerging among countries, institutions and individuals, and having distinctive effects on communication and opportunities. This course addresses these effects and efforts to diminish and resolve the Digital Divide, from Voice for America to One Laptop per Child to the ubiquity of the smartphone.

EDU 8340 Laws, Legislation, & Policy in the Use of Technology 3 credits

This course explores fair use, Children's Internet Protection Act, Communications Decency Act, Internet Gambling Act, and other laws with implications for both individual freedom and employer's rights in the workplace. Students will explore and evaluate current policy and procedures in relation to fair use, and review and discuss case studies, laws, legislation and policies related to the use of technology in the workplace.

EDU 8350 Technology Infrastructure Plans 3 credits

Technology infrastructure plans detail hardware, software, and training needs for an organization, and should include both maintenance and new investments. Students will critique five-year plans for technology use for their accuracy and creativity in aligning with an organization's vision and mission as well as managing resources. Students will outline a technology infrastructure plan for their own organization.

EDU 8360 Distance Learning Concepts & Configurations 3 credits

This course examines the current issues in distance learning through an exploration of the multiple venues and modalities that currently identify the term "distance learning." Students are expected to analyze the various methodologies associated with distance learning by providing realistic solutions to selected institutional problems.

EDU 8370 Involvement & Advocacy in Distance Learning 3 credits
Distance learning leaders have a responsibility for involvement in policy decisions and student advocacy at the national and international level. This course explores ways distance learning leaders can share their experiences and voice their opinions as advocates for the advancement of human knowledge and opportunity. Students will develop a plan of advocacy to advance a topic of interest on both the national and international stage that will achieve this result.

EDU 8770 Doctoral Capstone Seminar 4 credits
This seminar provides students the opportunity to apply what they learned in their coursework to highly realistic case studies related to their fields of specialization for the doctorate. Students will review, analyze, and evaluate case studies emphasizing the practice of the content in their curriculum. The course will involve the analysis and evaluation of one or more case studies. Students will contemplate complex questions posed by their instructor, reply to those questions, respond to other students' analyses and evaluations, and receive faculty feedback. Each student will submit a final assignment on each case, involving his or her critical thinking on the core issues presented in the case and the presentation and defense of an approach to addressing those core issues. Prerequisite: completion (including approved credits transferred) of all coursework required in the student's doctoral curriculum. Equivalent to HUM/ORG/PSY 8770.
This course may not be transferred in.

EDU 8910 Dissertation Planning I 1 credit
In this course students begin drafting their dissertation under instructor supervision. Students working individually on their dissertation drafts focus on the description of their topic, refinement of their research questions, and outlining their review of the literature with feedback and recommendations for revisions from their instructor. Final approval of these drafts of portions of the dissertation rests with the student's individual dissertation committees, as described in the current University of the Rockies Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after their enrollment and completion of Dissertation Planning I and II. Prerequisite: EDU 8770. Cross-listed and equivalent to ORG/PSY/HUM8910.

EDU 8912 Dissertation Planning II 1 credit
In this course students continue drafting their dissertation from Dissertation Planning I under instructor supervision. Students working individually on their dissertation drafts focus on further refinement of the description of their topic, the final draft wording of their research questions, and beginning to write their review of the literature and research methodology with feedback and recommendations for revisions from their instructor. Students will exchange research concepts and proposed approaches about their research methodology with other students proposing similar methods (qualitative, quantitative, mixed, action). Final approval of these drafts of portions of the dissertation rests with the student's individual dissertation committees, as described in the current University of the Rockies Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after their enrollment and completion of Dissertation Planning I and II. Prerequisite: EDU 8910. Cross-listed and equivalent to ORG/PSY/HUM 8912.

EDU 8990 Dissertation 1 credit per term, 5 terms
Students writing a dissertation must complete a total of 5 credits by registering for five consecutive terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices and procedures in the Dissertation Handbook. Equivalent to ORG/PSY/HUM 8990.

EDU 8991 Dissertation Extension 1 credit
When Dissertation extends beyond 5 credit hours or one year in length, students must register in Dissertation Extension consecutively until the Dissertation is complete.

HUM Human Services

HUM 5005 Foundations of Human Services Policy & Practice 3 credits
Students entering the program without a Bachelor's or Master's degree in human services, human performance technology, human resource development, organizational leadership, or a related field are required to successfully complete HUM 5005 Foundations of Human Services Policy & Practice as part of the program. This course is designed to prepare students for the remainder of the program and is intended to familiarize students with terminology and concepts specific to the profession of human services including the policies, practices, and services provided by the discipline and the ways in which effective and efficient interactive and performance skills can enhance service delivery and maximize the use of valuable resources.
This course may not be transferred in.

HUM 5010 Overview of Human Services 3 credits
This course is designed to introduce the student to the broad field of human services, the types of disciplines represented in the field, the general nature and scope of services provided by the disciplines, the similarities in services provided, and the differences among the disciplines. A major emphasis will be on the ways in which human services professionals can effectively and efficiently interact to enhance service delivery and maximize the use of valuable resources.

HUM 5060 Grant Writing in Human Services 3 credits
This course provides students with knowledge of various types of government and private grants, sources of information on funding agencies, grant writing principles and techniques, pre-submission consultation review processes, and the overall grant review process. Practice in researching funding sources and grant guidelines and in proposal preparation are included.

HUM 5100 Integrative Project for Human Services Learners 3 credits
This course provides the opportunity for students planning careers in human service agencies to apply knowledge and skills obtained throughout the program in a practical way. Students may opt for projects in new program/ service delivery design, program evaluation, quantitative or qualitative research on an issue in human service delivery, or other appropriate areas, approved by the instructor. HUM 5100 is intended to be a capstone course in the student's program.

HUM 5210 Recruiting & Coaching Volunteers 3 credits
This course is designed to provide students with working knowledge of volunteer use in human service agencies. Sources and methods of volunteer recruitment, legal issues in the recruitment and use of volunteers, screening issues, methods of training, and techniques for coaching, securing and maintaining on-going commitment, and effective use of volunteers are areas of focus.

HUM 5220 Non-Profit Principles & Practices 3 credits
This course provides students with the common issues and principles surrounding non-profit agencies and organizations. Background and philosophy, rules and regulations, tax implications, principles of philanthropy, the role of grants and other sources of external funding are emphasized.

HUM 5300 Human Services Policy 3 credits
This course provides students with a broad overview of the laws and regulations that govern delivery of services in the various human services disciplines. Cross-disciplinary regulations, policy development and review in agencies, and methods to impact policy /regulation development and revision at the state and national level are areas of emphasis.

HUM 5400 Organizational Behavior & Leadership 3 credits
This course explores the theories of human organizations, principles of organizational behavior, and principles of leadership, focusing on functions and factors which influence the structure, design, operation,

and performance of individuals in complex organizations. The emphasis is on integrating theory and concepts from the behavioral and social sciences as a basis for understanding human behavior and leadership within organizations.

HUM 5500 Human Services Administration 3 credits

This course draws from the concepts of organizational behavior and leadership theory and human services policy to present the students a conceptual framework for leading a human services organization. Leadership issues unique to human services settings will be discussed, with the focus on developing effective leadership styles for deployment in human services agencies. Prerequisites: HUM 5300 and HUM 5400.

HUM 6405 Applied Research in Human Services 3 credits

This course is designed to give the student the hands-on knowledge of the practices employed in collecting and analyzing data in human services settings. Data may be quantitative or qualitative in nature. Students will be able to analyze critically the information in order to provide the appropriate feedback to their agency or an external requesting entity. Students will be prepared to communicate the research and analysis processes to others and develop appropriate written manuscripts or reports.

HUM 6500 Issues in Human Diversity 3 credits

This course is a systematic study of multicultural issues emphasizing respect for diversity of people and families, particularly with regard to matters of race, ethnicity, gender, religion, and sexual orientation. Specific ethnic groups are studied in regard to family relations and mental health issues. Attention is given to ethnocentrism and racism in society. Through this course, students better understand themselves (including expectations and biases toward employees and agency clients) based on their ethnic families of origin. Positive and negative feelings about ethnicity are also explored. Equivalent to ORG 6499/PSY 5530/EDU 6499.

HUM 7100 History & Systems of Human Services 3 credits

This entry point course provides the historical context and development of the human services field. This course examines the historical context and the evolution of health and human services professions. Students will study the origins of the profession and evaluate ways in which philosophical and ideological perspectives have defined the fields of practice throughout its history. Students will analyze the ways service delivery and social policy has changed in response to political influence and societal needs. Students will explore the differing political, social, and economic perspectives and their influence on health and human services professions.

HUM 7120 Ethics, Equity, & Professional Issues in Human Services 3 credits

In this class students will take a deeper look into the impact that privilege, stereotypes, bias, and language have on individuals and organizations within the public system. Students will also examine systemic and professional ethics with attention to diverse individuals and communities. Students will critically analyze and apply advanced proven approaches to ethical professional practice and organizational operations to contemporary public environments and issues with diverse communities.

HUM 7140 Socio-Cultural Determinants in Society 3 credits

In this case study-based course on social determinants of human services and aspects of diversity, students will examine the conditions in which people are born, grow, live, work, and age in varying US and global social systems and demographics. Students will explore social constructs, correlates of behavior, impact of social and community structure on status, and disparities within diverse communities. Students will apply social and behavioral theories of human service resources, strategies, methods, ethics, and public policy.

HUM 7160 Organizational Operations & Human Services Administration 3 credits

Students will apply advanced critical thinking skills in this course designed to expose them to a broad range of essential organizational operations and extend students' existing knowledge base on the workings of human services administration. In addition to exploration of volunteer recruitment, retention and management, marketing, cross-disciplinary regulations, development and implementation of policy, change management, fund-raising, the critical focus will apply to leadership theories and organizational behavior aimed at positions of leadership within an organization.

HUM 7170 Financial & Grant Management 3 credits

This financial and grant management course critically examines and identifies various accounting and financial knowledge related to the establishment and monitoring of financial strategies, policies, and tools within a government or private human services organization or service. In addition, financial management roles and responsibilities, advanced grant writing principles and techniques, and ethical financial practices and accountability will be explored and developed.

HUM 7175 Program Review & Evaluation 3 credits

This practical program review and evaluation course for the human services discipline will employ a hands-on approach ultimately culminating in a hypothetical program evaluation and service-level improvement by completing weekly process goals, to include analysis of a completed needs assessment survey. The course will provide students with all materials needed in order to evaluate the complex program presented and complete tasks to ultimately modify it by the end of the term.

HUM 7200 Governance & Finance in Non-Profit Organizations 3 credits

This advanced course explores issues and best practices in the governance of non-profit organizations with an emphasis on the relationship between mission, financial management, and governance. Topics include balancing long-term financial stability with short-term mission focus, governance and financial controls, budgeting, income forecasting, program priorities, and staff compensation.

HUM 7210 Leadership & Advocacy 3 credits

This course explores theories of developing and applying motivation, influence, communication and persuasion methods for leaders to empower, enable, and encourage others to become actively engaged in social, human, and service issues within political and community populations in both domestic and global environments. This course is intended to prepare students to successfully assume organizational leadership roles and will include hands-on, real world leadership and advocacy opportunities in order to gain this experience for their future.

HUM 7250 Emerging Trends & Innovations in Human Services & Social Sector 3 credits

This highly collaborative course on the emerging trends and innovations in human services and the social sector will require students to conduct extensive literature reviews resulting in the exploration of prospective dissertation topics to gain significant knowledge of the evolution of their chosen topic. In addition to other activities to determine the future innovations in the human services and social sectors, the students will each examine the root of their prospective dissertation topic, the literature available, and what they see in the future that is emerging from this chosen topic. Students will share their findings periodically as scheduled throughout the course for collaboration and peer review purposes.

HUM 7480 Evidence-based Practice in Human Services 3 credits

This course demonstrates the value of evidence-based practice as an integral part of formulating human services research and policy. Course work examines the current definition of evidence-based policy and approaches to move the field forward. The course provides an evaluation of evidence-based literature, including case study examples

COURSE DESCRIPTIONS

of the application of evidence-based practices in human services. The course also examines actions to further evidence-based policy, including preparing and communicating data more effectively, using existing analytic tools, conducting policy surveillance, and tracking outcomes with different types of evidence.

HUM 8060 The Non-Profit Executive as Fund Raiser 3 credits

This advanced seminar examines all recognized methods of fund raising, forecasting fund raising income, and balancing administrative and fundraising expenses in the short term with longer term programmatic and mission goals. Topics include direct mail, planned giving, special events, corporate giving, and foundation grant writing.

HUM 8070 Advanced Seminar:Volunteers & Non-Profit Governance 3 credits

Non-profit organizations and their governance, depend heavily on sound working relationships among staff, especially executive staff, volunteer officers, and board members. This course explores common issues and concerns related to this governance, especially succession planning, assessing the ability of potential leaders, executive development, and engaging volunteers during and between board meetings.

HUM 8105 Applied Human Services Policy 3 credits

This course examines cutting edge trends in the formation and execution of human services policy in public and private organizations. Selected topics include the current human services climate, forces driving policy formation and execution, and issues related to the future of human services policy. The topics selected will connect human service policy with culture, existing organizational strategies, and the process of change in future directions. Effective mechanisms to influence policy are emphasized. Major case study examples of human services policy are included in the learning process.

HUM 8115 Theories & Strategies of Community Development & Advocacy 3 credits

This course examines the theories and research underlying the political, economic, and social structures related to community groups and organizations within contemporary society. Students analyze methods of creating communities and social organizations that empower and support individuals to work together to initiate change, with or without the assistance of outside advocacy. Students develop skills to create and assess community action plans, incorporate persuasive language into client advocacy, and organize political action groups to seek opportunities for themselves and others. There is a focus on social and economic justice within the context of human services' ethics that supports and sustains the well-being of individuals and communities, especially among diverse populations.

HUM 8125 Performance & Quality Management 3 credits

This course provides students with the opportunity to explore the theories underlying performance evaluation and approaches to evaluation in human services settings. Emphasis is placed on conceptual, methodological, organizational, political, and ethical problems in evaluating both risks and approaches involved in the delivery of human services. Students will learn to identify quality and outcome indicators. They will learn to evaluate research and analyze data associated with the evaluation of the quality of service delivery and the assessment of risk. They will learn construct techniques used to perform the evaluations, strategies for getting human services professionals to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders.

HUM 8135 Advanced Issues in Socio-Cultural Concepts & Practices 3 credits

This course provides students with a framework to explore social problems and approaches using a global perspective. Students will evaluate the sociocultural-theoretical assumptions and methodological techniques underlying the practice of global human services. Students will examine the processes of advocacy and social change at a global level. Students will assess the ways in which community, national, and international sociocultural issues impact the human services professional.

HUM 8145 Child & Family Advocacy 3 credits

This course will provide students with a critical understanding of child and family welfare. Topics analyzed will include infancy, baby, child, youth, and adolescent physical, cognitive, emotional human development and behavior with related issues. Additionally, family systems, challenges, and resources available, legal issues related to familial dysfunction and abuse, domestic violence, health services, global issues (e.g., human trafficking, disease, child safety, etc.).

HUM 8205 Change Agents in Human Service Systems 3 credits

This course examines the complex, dynamic, and rapidly changing human service system in the United States. Action research will be examined critically and applied. Students will explore the nature of becoming a change agent in the human service systems and the influences that create change in these systems, with an emphasis on current policy issues, performance challenges, and program solutions. Students will examine the social, economic, and political forces that have shaped and continue to influence the human services along with strategies to effectively manage the changes they produce, with a goal of becoming effective change agents. Students develop skills to master inner strengths and overcome limitations associated with being effective change agents.

HUM 8215 Special,Vulnerable & Underserved Populations in Human Services 3 credits

This course will apply a hands-on approach to understanding the unique needs of vulnerable and underserved populations in the human services field. Students will explore all of the following and select one to complete a practical project incorporating the study of and recommendations for specific needs of: military members and their families, veterans, homeless individuals and homeless families, immigrants, the geriatric community, medically underserved, chronically and severely mentally ill, single parents, the uninsured, economically disadvantaged children and families, those with human immunodeficiency virus [HIV], racial/ethnic minorities, incarcerated individuals and their families, or any other instructor approved demographic population.

HUM 8225 Human Services Information Technology 3 credits

This course explores the past, present, and future of various human services information technology modalities from the basics of computer literacy, telecommunications, networking, accounting and administrative applications, to security issues and Health Insurance Portability and Accountability Act of 1996 (HIPAA). With evolving changes in laws and policies, such as implementation of the Affordable Care Act, this course is recommended for those students interested in staying abreast of the latest in cutting-edge technologies that coincide with this and other legislative initiatives impacting the human services field.

HUM 8519 Advanced Seminar: Ethical Issues in Non-Profit Management 3 credits

This advanced seminar examines enduring issues in business and professional ethics and applying proven approaches to ethical professional practice and organizational operations in contemporary non-profit organizations. Topics will include social responsibility of for-profit organizations in support of non-profit organizations, program operating budgets vs. long-term financial stability, and ethical concerns related to governance and program priorities.

HUM 8770 Doctoral Capstone Seminar 4 credits

This seminar provides students the opportunity to apply what they have learned in their curriculum to highly realistic case studies related to their fields of specialization for the doctorate. Through discussions among students and the instructor, students will review, analyze and evaluate case studies emphasizing the practice of the content in their curriculum. The course will involve the analysis and evaluation of one or more case studies. Students will contemplate complex questions posed by their instructor, reply to those questions, respond to other students' analyses and evaluations, and receive faculty feedback. Each student will submit a final assignment on each case, involving his or her critical thinking on the core issues presented in the case and

the presentation and defense of an approach to addressing those core issues. Prerequisite: completion (including approved credits transferred) of all coursework required in the student's doctoral curriculum. Equivalent to EDU/ORG/PSY 8770.
This course may not be transferred in.

HUM 8910 Dissertation Planning I 1 credit
In this course students begin drafting their dissertation under instructor supervision. Students working individually on their dissertation drafts focus on the description of their topic, refinement of their research questions, and outlining their review of the literature with feedback and recommendations for revisions from their instructor. Final approval of these drafts of portions of the dissertation rests with the student's individual dissertation committees, as described in the current University of the Rockies Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after their enrollment and completion of Dissertation Planning I and II. Prerequisite: HUM 8770. Equivalent to EDU/ORG/PSY8910.

HUM 8912 Dissertation Planning II 1 credit
In this course students continue drafting their dissertation from Dissertation Planning I under instructor supervision. Students working individually on their dissertation drafts focus on further refinement of the description of their topic, the final draft wording of their research questions, and beginning to write their review of the literature and research methodology with feedback and recommendations for revisions from their instructor. Students will exchange research concepts and proposed approaches about their research methodology with other students proposing similar methods (qualitative, quantitative, mixed, action). Final approval of these drafts of portions of the dissertation rests with the student's individual dissertation committees, as described in the current University of the Rockies Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after their enrollment and completion of Dissertation Planning I and II. Prerequisite: HUM 8910. Cross-listed and equivalent to EDU/ORG/PSY8912.

HUM 8990 Dissertation 1 credit per term, 5 terms
Students writing a dissertation must complete a total of 5 credits by registering for five consecutive terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices and procedures in the Dissertation Handbook. Cross-listed and equivalent to ORG/PSY/EDU 8990.

HUM 8991 Dissertation Extension 1 credit
When Dissertation extends beyond 5 credit hours or one year in length, students must register in Dissertation Extension consecutively until the Dissertation is complete.

ORG Organizational Leadership

ORG 5001 Survey of Psychology I 3 credits
This course is a survey course developed to assist students with degrees in areas other than psychology to become prepared for graduate study in psychology. Survey I covers an introduction to research, basic psychotherapeutic concepts, cognitive development, sexual development and issues, child issues, family therapy and other therapies, learning and memory and ethics. This course is the first of two survey courses in this preparation process. Cross-listed and equivalent to PSY 5001. Equivalent to ORG 5010.

ORG 5002 Survey of Psychology II 3 credits
This course is the second of two survey courses. This course covers a brief history of psychology, psychoanalytic theories of personality as well as other personality theories, human motives and social motives, psychological therapies and questions about psychotherapy, intelligence measurement, personality traits and their measurement, social relation in groups, stress, health and illness and mind, self and well

being. Prerequisite: ORG 5001. Cross-listed and equivalent to PSY 5002. Equivalent to ORG 5011.

ORG 5010 Survey of Organizational Development & Leadership I 3 credits
This is the first of two survey courses designed to assist students with master's degrees in areas other than I/O psychology, organizational development, leadership, or a related field to prepare for the doctorate in organizational development and leadership. Survey I covers an introduction to the following topics: Industrial/Organizational Psychology, research methods, job analysis, employee selection, assessment, training and development, and performance appraisal. This course is the first of two survey courses in this preparation process. Equivalent to ORG/PSY 5001.

ORG 5011 Survey of Organizational Development & Leadership II 3 credits
This is the second of two survey courses in I/O Psychology designed to provide the foundation doctoral study in organizational development and leadership. Survey II covers an introduction to the following topics: motivation, learning, job satisfaction and commitment, stress management, organizational behaviors, groups and teams, and leadership. Prerequisite: ORG 5010. Equivalent to ORG/PSY 5002.

ORG 5100 Assessment – Tests & Measurements 3 credits
This course involves the study of the theory and practice of psychological measurement. The focus is on the process of measuring and differentiating variables of psychological interest. Students explore basic concepts of measurement and the principles of test construction. The course familiarizes the prospective professional psychologist with the common tests used in psychological and educational practice. These include intellectual, aptitude, and achievement tests; interest inventories; personality tests; and social measures. Cross-listed and equivalent to PSY 5610.

ORG 5270 Mental Health & Psychopathology in the Workplace 3 credits
This course acquaints the student with both normal and abnormal behavior evident in the workplace. The focus of the course is creating a healthy culture in the workplace, maintaining a healthy work/life balance, and managing stress. In addition, students learn the common mental disorders and personality disorders manifested in an organizational setting and how to exercise leadership to bring about positive change. Cross-listed as and equivalent to PSY 5800.

ORG 5400 Statistics & Research Design 3 credits
This course emphasizes statistical concepts related to methods most appropriate to data and theories in psychology. The focus is on a quantitative approach to the concepts and methods of statistical inference. Topics include sampling, frequency distributions, estimation, hypothesis testing, and probability. Statistical analyses covered include correlation, regression, t-tests, nonparametric tests, and Analysis of Variance. Basic research design issues are addressed, with a focus on selecting data analysis techniques to appropriately address research questions and apply the concepts covered to various psychological problems and real life situations. Emphasis is on developing skills in interpreting statistical results presented in research articles. Prerequisite for the School of Organizational Leadership: ORG 6405. Cross-listed as and equivalent to PSY 5400.

ORG 5520 Social Psychology 3 credits
This course is an overview of the theories of social psychology. It helps the student explore how other people affect the feelings, thoughts, perceptions, and behaviors of an individual. Constructs of social psychology, such as social influence, social thinking, and attitude formation are examined in reference to social/psychological research. Equivalent to PSY/CSL 5420.

COURSE DESCRIPTIONS

ORG 5525 Psychology of Marketing & Purchasing Behavior 3 credits

Marketing of products and services focuses on consumer and business purchasing behavior. Marketing applies the principles of social psychology, qualitative research, and quantitative research to creating demand and supplying that demand. This course explores the social psychology of purchasing behavior and marketing efforts to influence that behavior among consumers and business decision-makers. Topics include market research, mass marketing, branding, packaging, pricing, labeling, and product fads.

ORG 5571 Traditional Criminological Theories 3 credits

This course introduces students to traditional theories of crime to facilitate an understanding of the causes of criminal behavior. Emphasis will be placed on the origins of traditional, interdisciplinary, and theoretical frameworks as they relate to delinquency, deviant behavior, and other types of crime. Specific types of criminal behavior will be used to explain and evaluate the various theories. Additionally, issues concerning societal problems will be discussed in relation to divergent theoretical views.

ORG 5574 Criminal Justice Organizations & their Functions 3 credits

In this course, the criminal justice process and its components are examined. Students will become familiar with the different organizations that the justice system comprises. The complexity of criminal justice processes functioning as a dynamic system of interrelated yet separate parts will also be studied. In addition, students will be introduced to the distinctions between the adult criminal justice and the juvenile justice system to gain an understanding of the different ways in which offenders are dealt with in each system.

ORG 5600 Theories of Conflict 3 credits

This course will introduce students to conflict resolution and mediation theories, approaches to resolving conflict, and tools available to mediate solutions to conflict. Topics include negotiation approaches and conflict mediation involving individuals, couples, families, teams, groups, organizations and communities.

ORG 5601 Diagnosing Conflict 3 credits

This course focuses on the methods available to examine the causes of conflict. Topics include theories of the dynamics that lead to conflict, power in families, teams, organizations, and communities, and outcomes of conflict. Emphasis is upon understanding the origins of conflict as a means to designing effective ways to resolve conflict through mediation rather than adversarial confrontation.

ORG 5605 Communication Strategies for Conflict Resolution & Mediation 3 credits

Mediation of conflict often relies on a variety of effective communication strategies and approaches students will explore in this course: dialogue, mediation, negotiation, and arbitration. The course emphasizes making wise choices of message, timing, and media for communicating to parties in conflict. Techniques include recognizing when parties are approaching states in which conflict resolution is likely to succeed based on what and how they are communicating.

ORG 5650 Contemporary Issues in Mental Health Care Compliance 3 credits

This course familiarizes the student with major areas of compliance in the administration of mental health agencies. Through readings and exercises students will explore HIPAA, JCAHO, other accrediting bodies, grant compliance, insurance regulations and lobbying efforts on behalf of mental health systems of care. Other topics may also be examined as new issues arise.

ORG 5652 Managing Human Capital in the Mental Health Care Environment 3 credits

This course addresses the complexities in the selection and professional development of high-functioning, multidisciplinary teams. Topics include the coaching/mentoring of mental health professionals.

Emphasis is placed on mitigating risks associated with human capital, such as stress-related issues, professional impairment and boundary issues.

ORG 6120 Lifestyle & Career Development 3 credits

This assessment course focuses on the evolution of the concept of career development. Students review the major theories and their application to the collection, evaluation, and use of career information for counseling psychology as it applies to individuals and groups across the adult life span. Students also learn to use assessment instruments (MBTI, FIRO-B, Strong, etc.) and integrate the findings in vocational counseling situations as they relate to adults. Cross-listed and equivalent to PSY/CSL 6120.

ORG 6200 Adult Learning & Human Development 3 credits

This course gives students an understanding of adult learning principles and best practices. It also provides an introduction to key theories of human development and learning as they apply to corporate training.

ORG 6210 Instructional Systems Design 3 credits

This course explains the principles, strategies, and techniques that are essential to the instructional systems design approach. Students learn to assess needs, conduct audience analyses, develop instructional materials, and evaluate courses.

ORG 6212 21st Century Learning Methods & Modalities 3 credits

This course introduces both current and developing learning modalities including: distance learning, online & e-learning, simulations & gaming, informal learning, and blended learning solutions. Students will evaluate the pros, cons, and challenges of each modality and compare these with traditional instructional delivery methods.

ORG 6215 E-Learning & Instructional Technology 3 credits

This course exposes students to a range of multi-media tools used to design interactive instruction including computer-based training (CBT) and web-based training (WBT) products. Students apply instructional design principles to the development and delivery of instruction using e-learning technologies.

ORG 6217 Ethical & Legal Issues in Training & Development 3 credits

Topics will include ethical and legal issues, training transfer and sustainability, engaging leaders in learning initiatives, and the effectiveness of training in contrast to other performance improvement methods.

ORG 6220 Training & Facilitation Skills 3 credits

This course focuses on developing the core skills needed to facilitate corporate training. Students will learn and practice a variety of techniques and roles ranging from instruction to group process facilitation in both classroom and virtual settings.

ORG 6300 Human Development 3 credits

This course explores the major theories of adult development related to emotions, personality, cognitive functioning, social and family influences, and physical functioning. Current theoretical approaches and research related to adult development are emphasized as well as practical applications in the therapy setting.

ORG 6340 Critical Issues in the Health of the Nation 3 credits

This course provides a broad perspective on the health of our nation and the world. It explores the nature of health problems; the cost to individuals, systems, and organizations as well as effective interventions and prevention strategies. Students will study research on determinants of health – social, psychological, physical, and environmental, causes of death and disability, impact of legislation, health benefit plans and designs, diverse healthcare delivery systems. Students will analyze the impact on the cost of health care, productivity, and

profitability of businesses and communities. In addition, national and global health issues, cultural differences, and successful intervention strategies will be examined. These critical issues will be used to make the case for the importance and efficacy of health promotion programs designed to improve the health of individuals, communities, and organizations.

ORG 6343 Intervention Strategies in Wellness Programs 3 credits

This course explores the various methodologies for assessing the needs of target populations through health risk assessments, biometric health screenings, medical insurance data, culture audits, and health interest surveys whose focus is to select appropriate interventions. Interventions covered will include organizational changes, integration of wellness initiatives with various departments and functions, utilizing current research, as well as health education and behavioral strategies. Efficacy of intervention strategies will be explored in terms of their ability to improve lifestyle, mental health, and enhanced organizational performance. Additional issues to be explored include information on our aging workforce, medical consumerism, and prevention of relapses. Students learn to prioritize and tailor the various interventions for organizations and will plan for involving a population in the health promotion interventions.

ORG 6346 Best Practices in Health Promotion Management 3 credits

This course provides students with the critical design elements necessary to plan a wellness program that incorporates best practices. The course explores best practices in the development of an operating plan, including achieving upper management support by building a strong research-based foundation, collecting relevant data, creating wellness teams, devising a vision and mission for the program, and choosing appropriate interventions. In addition, the learners are introduced to the following principles: developing a marketing and communication plan, a program delivery system, an evaluation and reporting system, and strategies to build alliances within the organization that support program integration.

ORG 6350 Wellness Program Leadership 3 credits

This course is designed to integrate theory and practice necessary to manage a wellness program as part of a larger organization. Learners will gain insight into the mindset of business norms and cultures, in addition to gaining skills in leading high-functioning teams and project management. Course content emphasizes a critical thinking approach to overall organizational performance and the impact of team and group dynamics on that performance. The course further examines the interdependence of team dynamics, team leadership, and organizational cultures.

ORG 6354 Communication Methods & Technologies in Health Promotion 3 credits

This course covers the complex issues in communicating health information and providing health coaching to participants in the program. The curriculum explores the broad range of communication techniques from one-on-one models to tailored internet programs. The course evaluates the individual strategies vs. group support strategies and technology-based options such as social networks. Students distinguish which communication methodologies work best in particular organizations, taking into account target populations and influencing factors such as differing demographics, organizational cultures, and available technology.

ORG 6358 Evaluating the Impact of Health Promotion Interventions 3 credits

This course examines various means for tracking the costs of disease and injuries to businesses, assessing the severity of health issues and documenting the benefits to organizations from effective health promotion interventions. Students will research the impact of health issues on business, such as medical and prescription costs, absenteeism, disability, and productivity. This course explores various tools to measure the severity of health problems such as health risk

assessments, biometric screenings, and culture audits. Students learn how the raw data from various parts of the organization can be applied to track the impact of the program on individuals, departments, and the organization's bottom line. Topics include quantitative and qualitative outcome measures and tools to measure ROI (return on investment, other financial metrics, and key indicators).

ORG 6405 Applied Research Methods 3 credits

This course involves the study of research design, and the quantitative and qualitative methods that can be used in addressing research questions. Students will be introduced to social scientific inquiry and the research design process, as well as some of the most common quantitative and qualitative research methodologies. Through the process of critiquing research articles, students will learn how to determine the appropriate use of research design, recognize errors and biases in conducting research, and communicate the methods and results of particular studies. Equivalent to HUM 6405. Cross listed and equivalent to PSY 6405/RES 5240.

ORG 6420 Fundamentals of Risk Management & Organizational Strategy 3 credits

The history and theoretical principles of Risk Management and organizational strategy form the foundation of this specialization overview course. From that foundation, the course explores the inter-dependence of all phases of risk management and organizational strategy. Students will develop an understanding of these principles and potential application to organizational development and leadership.

ORG 6423 Leadership's Impact on Organizational Risk Management 3 credits

In this course students will analyze the behaviors and strategies leaders use to manage the risk management function in organizations. Through case studies, and the examination of related theories, students will develop support for a set of best practices for organizational leaders who are responsible for managing risk in organizations.

ORG 6425 Fundamentals of Risk Management Tools and Terminology 3 credits

This course focuses on the study of the various instruments, assessment tools, and financial models that are used by executives and leaders in their business planning, risk management and decision making processes. This will span tools commonly used in organizational leadership assessment, risk assessment, business planning, and financial models and tools to measure ROI (return on investment), and perform cost/benefit analyses. From this foundation, the course will explore the inter-dependence of ROI, risk and cost/benefit analysis in the executive strategic planning and decision-making processes. Students will review theories and develop executive decision process models based upon quantitative risk, financial and strategy analysis tools and models.

ORG 6430 Managing Risk in Organizational Change Management 3 credits

This course focuses on the implementation of risk management principles and models as they relate to organizational change management concepts and processes. Risk management processes will be integrated with change management initiatives throughout the organization. Students will develop skills in integrating change management with effective risk management practices and organizational development and leadership.

ORG 6434 Human Resources and Risk Management 3 credits

This course examines the process of risk management as it relates to the human resources of organizations. Various operational aspects of human resource management such as selection, human motivation, labor demand and supply, basic human resource management strategies, diversity, training and development, and compensation and benefits will be analyzed as it relates to the management of risk. Ethical issues related to organizational risk will also be examined. Students will use case studies to examine and apply their knowledge on managing risk in organizations as it relates to human resource strategy.

ORG 6440 Risk Management in a Global Environment 3 credits

This course examines organizational risk management processes as related to a global marketplace. Students will research and examine global organizations that have successfully applied risk management principles to their global business operations. This course will evaluate effective risk management practices as related to creating global business competitive advantage.

ORG 6499 Cultural Diversity & Individual Differences 3 credits

This course provides a systematic review of the wide range of cultures and individual differences and the ways in which cultural mores, ethnocentrism, and factors such as matters of race, gender, religion, sexual orientation, customs and cultures impact behavior of the individual themselves and of those around them. Through this course, students better understand themselves and others, in terms of perceptions and behaviors. Equivalent to HUM 6500. Cross-listed and equivalent to PSY/CSL 5530/EDU 6499.

ORG 6501 Foundations of Organizational Consulting 3 credits

This course focuses on the application of psychological principles to the workplace and how psychologists can facilitate the improvement of work environments, conditions, employee performance, and interpersonal/team functioning. In addition, the course provides a review of the basic theory, research, and practice in organizational training, development, and behavior. Topics covered include job performance and attitudes, work motivation, personnel selection and classification, group influence, and training and development. There is an emphasis on the contribution of specific psychological skills in organizational consultation.

ORG 6503 Organizational Theories & Systems 3 credits

This course explores the theories of human organizations and how they function and the factors which influence the structure, design, operation, and performance of individuals in complex organizations. The emphasis is on integrating theory and concepts from the behavioral and social sciences as a basis for understanding human behavior within organizations.

ORG 6504 Leadership & Management 3 credits

This course is an overview of essential principles and current issues in leadership and management theory and practice. Students explore the evolutionary progress of leadership and management theories and practices from early in the industrial age to the present. Students learn to distinguish effective management and leadership practices for different organizations and operating environments. This class will examine systematic approaches to leadership in the context of organizational culture and interpersonal factors such as leadership ethics, organizational mission, individual motivation, leadership power, organizational strategy, and team performance.

ORG 6505 Diagnosing Organizations 3 credits

This course explores qualitative and quantitative research methods and data analysis that leaders and consultants use in organizations with particular attention to interview and observation. An understanding of organizational structure and organizational life-cycle development is provided. The course also examines how leaders in organizations can mediate high performance and learning through project team development, communication, collaboration, and individual and group conversation-based assessment.

ORG 6506 Leading Organizational Change 3 credits

This course focuses on the principles and techniques associated with leading organizations through the change process. Included is a discussion of why organizations need to change in the current business and organizational environment. In addition, a process model of how best to bring about change serves as the core schema for the class sessions. To complement the "macro" or organizational approach to creating change, we also examine a "micro" viewpoint, addressing how to

encourage individuals to change. Along these lines, we spend some time exploring the parallels between the organizational change process and how this discipline might inform how we change ourselves, and perhaps individuals. Finally, we draw some connections between the function of change and the role of leadership.

ORG 6508 Adult Learning Theory 3 credits

Human learning theory and systems are the focus of this course, with an emphasis on adult learning. The course explores historical and theoretical views of human learning throughout the lifecycle. Topics include established principles of instruction and learning methods, experiential and didactic methodologies, classroom and distributed learning, the role of technology, and learning as a strategic tool for organizations. Equivalent to EDU 5101.

ORG 6510 Introduction to Human Performance Technology 3 credits

This course is an exploration of the factors that impact performance of individuals in organizations with an emphasis on front-end analysis and job evaluation to determine the causes and solutions to gaps in performance. The course includes the study of performance gaps, their common classes of causes (organizational structure, skill/knowledge, environment/culture, tools and systems) and solutions appropriate to specific performance gaps. Students learn the basics of conducting job studies and performance gap analysis, as well as recommending solutions to organizational leaders in business terms.

ORG 6511 Introduction to Human Performance Management 3 credits

This course focuses on improving performance from the individual level, to teams, and overall organizational performance. Students explore influences upon individuals' performance in organizations, with an emphasis on the strategic and tactical decisions required to deploy human resources effectively. This course includes systematic themes, models, and theories for making decisions related to recruitment, selection, training, development, placement, and retention. Students also learn the basics of conducting job analysis and performance evaluation, as well as how to recommend solutions to organizational leaders in business terms. Topics include legal, ethical, and diversity issues related to employee selection, performance measurement and evaluation and progressive sanctions.

ORG 6512 Training & Development 3 credits

This course examines the role of training and development initiatives as tools for change at the individual, team, and organizational levels. Students will also explore training and development systems designed to have an ongoing impact on organizational performance. The course explores the variety of methodologies, techniques, settings, and approaches to training and development including curriculum design and various training delivery modalities. The practical issues related to designing training and development initiatives that target specific organizational strategies will be discussed, based on established principles of adult learning. Topics include aligning training and development initiatives to business strategy, facilitating training programs, and evaluating the impact those programs have on individual, team, and organizational performance.

ORG 6513 Leading & Evaluating Learning Programs 3 credits

This course explores the variety of methodologies, settings, and approaches to adult learning including curriculum design. The course explores practical issues related to designing learning programs that target specific organizational strategies, based on established principles of adult learning. Topics include aligning adult learning programs and curricula to business tactics, leading adult learning programs, and the evaluation of the impact those programs have on individual learners and organizational performance. Prerequisite: ORG 6508.

ORG 6515 Social Capital (Networking in Organizations) 3 credits

The concept of social capital is used to describe the resources available to individuals through their membership in community networks.

This course explores the history and definitions of social capital, the approaches to measuring social capital, and an in-depth analysis of how systems can be designed to prevent the erosion and encourage the development of social capital.

ORG 6520 Professional Ethics, Standards of Practice & Law 3 credits

This course is a study of the ethical and legal issues confronting the practicing psychologist. Topics related to clinical methodology, standards of practice, and inter-professional relations are explored. Students learn principles of ethical decision making, standards for human and animal use in research, and standards of care specified by state and federal laws. Emphasis is placed on exploration of the emotional impact that major ethical and legal dilemmas have on decision making. Students also master the current code of ethics of the American Psychological Association and other professional codes of ethics, such as the code of the American Association of Marriage and Family Therapy or the code of the American Counseling Association. Cross-listed as and equivalent to PSY/CSL 5280.

This course may not be transferred in.

ORG 6522 Fundamentals of Coaching 3 credits

This course will examine and analyze essential constructs and practices of effective executive coaching. It will focus on cutting edge executive coaching models, various coaching orientations, tools, and techniques of effective coaching. Students will get practice in basic skills in coaching such as establishing rapport and purpose, effective listening skills, giving effective feedback, and goal setting. The course also explores legal and ethical issues in the application and practice of executive coaching.

ORG 6523 Teams in Organizations 3 credits

In this course students explore the dynamics of highly functioning teams and their role in improving performance and increasing cross-functional collaboration in organizations. Students analyze the fundamental building blocks of effective teams in organizations, including behaviors of effective team members, factors that distinguish effective problem solving by teams, how organizational cultures influence team effectiveness, and the vital dimensions of team leadership. The course explores the life cycle of a team, including how leaders effectively form teams and optimize performance at different stages of the life cycle.

ORG 6525 International Leadership 3 credits

This course provides the foundation for students to think and act across cultures. The course examines different cultural concepts of work as evidenced in a variety of worksites throughout the world. Particular attention is given to developing and sustaining successful transcultural workforces and globally dispersed teams.

ORG 6530 Theories & Techniques of Counseling & Psychotherapy 3 credits

This course is an overview of the psychodynamic, cognitive/behavioral, and existential/humanistic schools of psychology, as well as corresponding models of counseling and frequently used assessment and therapeutic techniques. The primary focus in the course is on the development of both skills and rationale in the application of intervention strategies to treatment and case management. Cross-listed as and equivalent to PSY 5290.

ORG 6534 Human Resources Management 3 credits

This course will focus on the evolving role of human resource management (HRM), which emphasizes its strategic importance to organizational effectiveness. The course also explores the systems-oriented view of HRM integral current best practices. Students will examine the impact of trends and changes in the external environment on the design and implementation of organizational HRM strategies and practices. Topics include recruitment, selection, retention, compensation, benefits, training, development, employee engagement, and succession planning.

ORG 6570 Victimology: Theory, Research & Policy 3 credits

To broaden the student's understanding of criminal events, this course explores the impact of crime on victims, both in relation to the criminal event itself as well as its aftermath, when criminal justice agencies become involved. The student is also introduced to various viewpoints on trauma effects of victimization, responses to victimization, and media intervention. In addition, the course examines the role and participation of victims in the processing of criminal cases.

ORG 6572 Law Enforcement & Communities 3 credits

This course introduces students to traditional policing strategies as well as to new movements and trends in policing. The role of communities in policing, the interaction of police with communities, and their collective impact on the effectiveness of policing strategies will be examined. In addition, the range of possible consequences related to various policing strategies used in communities will be covered.

ORG 6574 Law & Society 3 credits

In this course students explore the links between the application of law and its impact on society. Major course topics include how laws are developed, the evolution of the legal system, and the impact society has on the creation and changing of laws. The ways in which the law plays a role in creating social change will also be analyzed. Additionally, constitutional issues that guide and constrain criminal processes will be addressed.

ORG 6580 Correctional Philosophies & Strategies 3 credits

This course introduces students to the various theoretical, philosophical, and historical foundations for the punishment of offenders. Theoretical perspectives will be linked to strategies developed to deal with offenders. Further, the rationale behind these linkages will be explained and analyzed from a historical perspective. Students will be required to perform a critical examination to compare the relative merits and drawbacks of each philosophical approach and to assess how these approaches affect the ways in which offenders are dealt with in society.

ORG 6600 Principles of Human Resource Management 3 credits

This survey course explores the key role of the human resources discipline and professionals in organizations. Topics include recruitment, selection, training, development, diversity, compensation, benefits, and employment law and employee relations. The course explores human resources both from the perspective of preventing legal actions against an organization and leveraging human resources as a competitive advantage.

ORG 6610 Principles of Project, Program & Operations Management 3 credits

This course explores the application of best management practices in leading projects, managing programs composed of many projects, and managing operations of large organizations. Topics include project planning, staffing and budgeting, and managing people, funds, schedules, and other resources to accomplish project and program goals. The course emphasizes the psychology of selecting and teaming individuals based on diversity of backgrounds, skills, and styles as well as motivating individuals and teams to perform.

ORG 6650 Managing Conflict: Intra- & Interpersonal 3 credits

Students begin the course with an examination of their own beliefs and approaches to conflict, using instruments designed to assess individuals' perspectives on conflict. The course also emphasizes how people's feelings, thoughts, and behaviors can produce interpersonal conflict, and how individual differences and diversity of cultural and familial backgrounds impact individuals' approaches to conflict.

ORG 6651 Managing Group & Organizational Conflict 3 credits

Students will develop collaborative solutions, explore models, and learn strategies to address group and organizational conflict resolution.

COURSE DESCRIPTIONS

The course also deals with the increasingly complex challenges and issues groups and organizations face, which require shared solutions, developed through broad constituency engagement. Topics include methodologies for resolving conflicts in larger organizational, institutional and community contexts.

ORG 6655 Intercultural, Societal & Global Conflict Resolution & Mediation 3 credits

Conflicts in cultural interaction often result from ethnocentrism. This course addresses conflict resolution in the context of ethnocentrism through the application of cultural relativity approach, evaluating conflict in various global cultures based upon the values held closely within diverse cultures. Students are challenged to think beyond cultural awareness and accepting diversity to celebrating diversity among cultures as a means to enrich best practices in mediation and conflict resolution.

ORG 6660 Fiscal Administration in Mental Health Care Systems 3 credits

This course explores the common metrics organizations use, the data used in support of those metrics, the assessment of fiscal outcomes, trends and events. Identifying cost centers and programs is considered. Students will evaluate differing funding streams that could potentially support the provision of services including public funding, public insurance programs (e.g. Medicaid, Medicare), government and foundation grants and private donations. Fundraising efforts as applied to an overall budget strategy will also be considered.

ORG 6701 Emotional Intelligence & Diversity 3 credits

Students will learn a variety of skills, both insight- and action-based, with a core focus on understanding oneself and others in order to have productive interactions. The course builds upon research in emotional intelligence, and upon the work of diversity scholars who have developed integrative competency models for emotional intelligence and diversity. The four key-competencies include affirmative introspection, self-governance, intercultural literacy, and social architecting. Students will gain an understanding of the role of emotional intelligence as an aspect of personal empowerment and professional effectiveness, learn methods to manage emotions triggered by differences, develop strategies for building harmonious and productive relationships, and gain tools and activities to help others develop emotional intelligence and diversity.

ORG 6705 Cross-cultural Communications 3 credits

Students will explore the dimensions of culture as well as the theories of culture and the impact that it has on intrapersonal and interpersonal communication inclusive of basic negotiation techniques. The course will explore cultures around the world from various viewpoints. Students will further develop an understanding for the depth of complexity behind ethnocentrism, and the notion of acculturation and enculturation as understood in different nations and then applied to global organizations.

ORG 6710 Strategic Diversity Management 3 credits

In this course, students will learn to create the infrastructure to support diversity in the organization, learn about measuring programmatic diversity outcomes, setting up diversity councils and taskforces as well as working with leadership to assure that the concept of heterogeneity is imbedded into the culture of the organization. Special emphasis will be focused on the building a business case to support diversity work in a multitude of different business environments from healthcare to higher education to technology companies.

ORG 6740 Sports, Fitness, & Wellness Management 3 credits

This course emphasizes the significance of administration/management theory for the sport, fitness, and wellness manager. It examines important influences in management philosophy, as well as modern management theories practiced in the sports, fitness, and wellness industry. Effective leadership and management principles are emphasized, as well as the importance of governance, human resources, problem solving, planning, organizing, leading, and evaluating within this field.

ORG 6742 Fundraising & Financial Concepts in Sport, Fitness, & Wellness Management 3 credits

This course stresses the use of sound methods and practices in financial management and fundraising in the field of sport, fitness, and wellness management. Topics related to financial management include basic financial concepts, systems, and strategic budgeting. Fundraising concepts include sourcing funding through traditional promotional strategies, solicitation and sales techniques, philanthropic giving, and the management of specific fundraising events. The distinct issues that make financing sport, fitness, and wellness unique in comparison to other types of business are also examined.

ORG 6745 Marketing in Sport, Fitness, & Wellness 3 credits

This course examines the marketing concepts as they relate to organizations that function within the sports, fitness and wellness industry as well as provides an overview of the historical perspectives of marketed sporting events. Topics covered in this course include branding, athletic endorsements, corporate sponsorships, market research and consumer behavior as well as social issues in sport-related advertising.

ORG 6747 Facilities Management in Sport, Fitness, & Wellness 3 credits

This course examines the fundamental theories, standards, and recommendations for developing, planning, constructing, and managing various venues in sports, fitness, and wellness. Included in the course are essential topics related to planning for events and tournaments, facility design/construction, program development, facility scheduling, staff and security planning, crowd control, fiscal control, law and risk management, facility marketing, facility maintenance, and box office/concession management. The course combines theoretical and practical opportunities to help students gain a background of its importance for success in the industry of sport, fitness, and wellness.

ORG 6750 Legal Concepts & Personnel Leadership in Sport, Fitness, & Wellness 3 credits

This course examines legal concepts and trends, and additional areas of human resource management (HRM) pertaining to performance evaluation and development in the field of sport, fitness and wellness management. Additionally, this course emphasizes specific legal matters, such as workplace discrimination and anti-trust issues.

ORG 6752 Sociological Aspects & Ethical Issues in Sport, Fitness, & Wellness 3 credits

This course addresses the relationship between sports and society, specifically how sport as an institution has and continues to influence society, how it acts as an agent of social change, and how it functions as a microcosm of society. Current ethical theories and trends are also examined.

ORG 6800 Foundations of Entrepreneurship 3 credits

This course presents the foundations of entrepreneurship and the development and management of entrepreneurial ventures. Includes the structure, legal/compliance issues, management processes, strategic planning and foundational skills required for entrepreneurial ventures. Contrasts entrepreneurial ventures with traditional enterprises.

ORG 6802 Product & Service Development & Management 3 credits

This course gives students an understanding of the principles and practices associated with the development of new products and services, and the management of these through their lifecycle.

ORG 6805 Financing Development, Innovation, & Growth 3 credits

This course presents approaches to financing the development and growth of innovations within corporations and in entrepreneurial ventures. Different forms of financing are discussed and compared, as well as their application to different types of ventures. The financing process and associated considerations are also discussed.

ORG 6807 Marketing & Managing Innovation 3 credits

This course will explain principles, strategies, and techniques for identifying market needs and feasibility. In addition, it will cover the importance of brand in innovation marketing and the fundamentals of brand marketing and management. These are contrasted with traditional marketing techniques and discussed in the context of both innovations within existing organizations and new ventures. The use and evolution of social media as a marketing tool will also be discussed.

ORG 6810 Measuring & Managing Innovation 3 credits

This course provides students with an understanding of the principles and practices associated with managing innovation. This includes different approaches that organizations take to managing innovation and factors that contribute to innovation. It will also discuss control techniques such as stage gate processes, funnel measurements, and other metrics for tracking innovation.

ORG 6812 Managing Through Growth Stages 3 credits

This course will bring together the various principles and practices and show how they are applied at various stages of growth. Conceptual models for growth stages are presented and discussed, and the evolution of principles and practices at each stage will be demonstrated.

ORG 6900 Technology, Communication, & Media in Organizations 3 credits

This course explores the history and scholarship of technology, communications, and media, and how these fields intersect with Organizational Development and Leadership. The broader role that technological innovation plays in the historical development of organizations and work processes will also be explored. Topics will include the role of social media in the construction of identity, the effects of telecommunications and media on organizational culture and collaboration, the role of communications and media in globalization, and the role the internet has played in the development and leadership of organizations.

ORG 6902 Effects of Technology Projects in Organizations 3 credits

People don't often think about how technological responsibilities and skillsets are spread throughout the organization, and at the same time, the project affects those on the team and others throughout the organization. This course will look at the integration of change, culture, emotions, decision-making, risk, organizational structure, and project management from a technological perspective.

ORG 6905 Emerging Media & Social Networking in Organizations 3 credits

The main focus of this course is on the role that media forms like "social media" (or computer-mediated social networking sites like Facebook or LinkedIn) play in large companies and organizations. Topics include emerging media and internet technologies, the ethical questions surrounding social media, personal identity and the workplace, the role that the internet, blogs and email have on group decision-making and the effectiveness of leaders, the utilization of social media for promotion and public relations, and how content communities and virtual social worlds are utilized in organizations.

ORG 6907 Technology Innovation in Organizations 3 credits

Innovation is the buzzword, but does technology equate to being innovative? This course studies innovation theories, the subsequent disruptions, and ethics within and upon organizations and society.

ORG 6910 Introduction to Organizational Development Facilitation Using Technology 3 credits

Facilitating components of organizational work with technology-based tools can be a valuable skillset. This course teaches you facilitation, tools, and success factors for implementation.

ORG 6912 Current Trends: How Media & Communication Technologies are Transforming Leadership in Organizations 3 credits

This course will be based on the analysis of case studies and current trends in organizations. The main focus of this course will be to examine the most current research into how information, communication, and media technologies (ICMTs) can be used to increase the effectiveness of managers and leaders. Students will analyze case studies and formulate plans for how to solve problems and create solutions for organizations that use media and technology for development, communication, organization, and innovation.

ORG 7101 Assessment Tools for Organizational Leadership 3 credits

This course involves the study of the theory and practice of objective personality assessment and its application to executive coaching and organizational leadership. The course focuses on how objective personality assessment is used to provide insights into readiness for leadership and management roles. Primary emphasis is on those published instruments and inventories commonly used in executive coaching, organizational leadership assessment and organizational development, including instruments such as: FIRO-B, Social Style Profile, Myers-Briggs Type Indicator, CPI 260, Thomas-Kilmann Conflict Mode, Campbell Leadership Index, Workplace Big Five, Change Style Indicator, Campbell Organizational Survey, and Conflicts Dynamics Profile. (All of the above will not necessarily be included in each session of the course; instructors will select representative examples from classes of instruments.) Cross-listed as and equivalent to PSY 7101. *This course may not be transferred in.*

ORG 7112 Leadership & Managerial Readiness Assessment 3 credits

This advanced seminar addresses the challenges inherent in creating assessment centers and processes to evaluate individuals' readiness to organizational leadership roles and to designate others as high potential for future opportunities. The course explores best practices and methods for creating and conducting readiness assessments, reliability and validity of assessment processes, ensuring the assessment process advances diversity strategies and avoids adverse impact, and linking assessment to overall human resources strategies. Prerequisites: ORG 7400, ORG 7410

ORG 7120 Principles of Program & Project Management 3 credits

The principles of managing projects and programs form the foundation of this course. From that foundation, the course explores the interdependence of all phases of project and program management from initial feasibility analysis and planning through impact evaluation after implementation between management and evaluation of programs and projects.

ORG 7122 Business Metrics, Financial Metrics, & Impact Leadership 3 credits

Virtually all organizations of substantial size and longevity measure their performance using metrics specific to their mission, business, industry sector, and strategic goals. Line management and executives use these metrics, and their advancement and compensation is often tied to desired changes in these metrics. This course explores the common metrics organizations use, the raw data used to track them, and the application of these metrics to evaluation and measurement, especially program and project impact evaluation. Topics include the Balanced Scorecard and similar rubrics.

ORG 7130 Advanced Seminar: Issues in Evaluation, Global Cultures, & Diversity 3 credits

This course explores the challenges measurement and evaluation in organizational settings across diverse ethnic cultures, national boundaries, and organizational cultures. Building upon principles of fostering and celebrating diversity in workforces, the seminar explores how the context of evaluation methods compounds the challenges in measurement and evaluation across cultures. Prerequisite: ORG 8534

ORG 7210 Adult Psychopathology & Treatment I 3 credits
 This course focuses on the etiology and diagnosis of adult psychopathological disorders. Students develop skills in case conceptualization and addressing adult disorders, and differential diagnosis. Benefits and limitations of the diagnostic process are reviewed. Cross-listed as and equivalent to PSY 7210.

ORG 7260 Adult Psychopathology & Treatment II 3 credits
 This course examines the methods and techniques employed to assist adult clients in the change process with specific reference to problem diagnosis, case conceptualization, and construction of a systematic treatment plan, emerging treatment revision, assessment of outcome, termination, and ethical issues in the treatment process. While placing treatment within a theoretical context, the real emphasis in this course is on treatment techniques aimed at symptom and problem reduction. Prerequisite: ORG 7210 or equivalent. Cross-listed as and equivalent to PSY 7260.

ORG 7272 Group Process & Group Leadership in Organizations 3 credits
 This course provides an overview of group theory, processes and dynamics in organizations. It will also examine effective behaviors and characteristics of facilitating/leading groups in an organizational setting. Students will be afforded the opportunity to participate in group simulations both as participant and facilitator. Students will receive evaluation and feedback on their group facilitation skills. A strong emphasis is placed on ethical standards and behavior in groups along with legal issues. The impact on groups of factors such as diversity, culture, distance, and others are explored. Cross-listed as and equivalent to PSY 7272. *This course may not be transferred in.*

ORG 7302 Advanced Research Methods 3 credits
 This course involves the advanced study of research design, and the quantitative and qualitative methods that can be used in addressing research questions. The course is divided into three sections, which cover social scientific inquiry and research design, quantitative methodologies, and qualitative methodologies. Qualitative methods will be emphasized, but a foundation for quantitative methodological principles will be provided. Students will be required to complete a training on ethics in research, as well as complete a qualitative research proposal in an area of interest, which may include dissertation related research. Cross-listed and equivalent to PSY 7302/RES 7440.

ORG 7340 Advanced Leadership in Health Promotion Programs 3 credits
 This course examines the role of a health promotion leader and the impact of culture on organizations. It provides students with the ability to be a positive catalyst within organizations to influence and lead transformational change initiatives to promote the health of the individuals and their organization/system. Students begin with an examination of tools that influence workplace cultures. An extensive and realistic case study will teach students how to track the impact on productivity as a result of creating healthy cultures, and to evaluate the role of health promotion leaders of the future. In addition to providing students with the necessary foundation to understand health promotion leadership competencies, this course also emphasizes the importance of being a strategic business partner in both organizational and system roles.

ORG 7343 Advanced Intervention Strategies in Wellness Programming 3 credits
 This course examines the full range of intervention strategies and learning modalities for promoting health and wellness. Students will explore the most updated and proven theories for achieving strong employee participation, improving lifestyles and health outcomes, as well as for reducing health care costs. Students will analyze and plan advanced interventions for new wellness programs and mature wellness programs. Additional topics in this advanced course will cover recent issues in health care such as the impact of an aging population, use of incentives, injury prevention, and medical consumerism. Students will conduct a survey of relevant research to determine

suitable environments and conditions for integration of current best practices.

ORG 7356 Integrative Medicine in Health Promotion Programs 3 credits
 This course examines recent advances in traditional and nontraditional research that have led to new ways of thinking about well-being and illness. Drawing on fields such as neuroscience, positive psychology, and interdisciplinary consciousness studies, students will enhance their awareness of ways to promote exceptional health habits through self-awareness and enlightenment. Students will also conduct in-depth studies of advanced research and theories that integrate mind-body practices beneficial to the health of individuals, groups, and organizations alike. Advanced practices in the areas of performance, health psychology, energy healing, indigenous, and Eastern medicine will be explored. Students will assess the efficacy and appropriateness of various practices to know which of them to incorporate into health promotion programs. The Health and Wellness Psychology student will be well-informed about the ramifications of nutrient deficiency, and that there is a fourth aspect of well-being besides (a) stress management, (b) dietary choices, and (c) exercise regimen. This fourth aspect is (d) dietary supplementation with the goal of counter-balancing nutrient deficiency. The safety of dietary supplements is explored, along with the differences between synthetic, natural and organic supplements.

ORG 7400 Research Design & Methods Quantitative 3 credits
 This course extends a student's knowledge of the principles and procedures involved in complex behavioral sciences research. The goal is to provide the student with an educational experience that allows him or her to become an informed consumer of scholarly psychological research. The course also prepares the student to conduct advanced research. Topics include philosophy of science, advanced research methods, and analysis of variance. Cross-listed as and equivalent to PSY 7400/RES 7400.

ORG 7402 Advanced Tests & Measurements 3 credits
 This course involves the advanced study of the theory and practice of psychological measurement. Students review and apply the concepts of measurement (levels of measurement, variables, and validity and reliability of instruments and measurement procedures), and basic principles of statistics (descriptive statistics, univariate inferential statistics for comparisons of sample means, correlation, and regression), as a basis for exploring the proper use of tests and measurements in psychological research. Students will explore published research based on psychometric instruments and other measurement methodologies, and design a quantitative research proposal in an area of interest, which may include dissertation related research. Prerequisites for PhD: ORG 7410 and ORG 7400. Prerequisite for PsyD: ORG 7302. Cross-listed as and equivalent to PSY 7402.

ORG 7410 Research Design & Methods - Qualitative 3 credits
 This course involves the advanced study of research design, in general, and qualitative inquiry, in particular, that can be used in addressing research questions. The epistemological assumptions underlying the qualitative methodology will be explored as students become familiar with the philosophical issues underlying how we know what we know. The ability to choose a researchable topic and create associated research questions will be emphasized. Students will become familiar with a variety of approaches including ethnography, grounded theory, phenomenology, narrative, participatory action research, and case study. A variety of common data collection methods will be studied such as observation, interviews, surveys, and historical document collection. Validation and reliability standards as well as evaluation criteria for qualitative approaches are addressed. Students will be required to complete a training on ethics in research, as well as complete a qualitative research proposal in an area of interest, which may include dissertation related research. Cross-listed as and equivalent to PSY/RES 7410.

- ORG 7415 Advanced Statistics** 3 credits
This course emphasizes inferential statistical concepts related to methods most appropriate to data and theories in psychology. The focus is on a quantitative approach to the concepts and methods of statistical inference. Topics include hypothesis testing, probability, multiple correlation and regression, t-tests, nonparametric tests, Analysis of Variance, Analysis of Covariance, and Multivariate Analysis of Variance. Research design issues are addressed, with a focus on selecting data analysis techniques to appropriately address research questions and apply the concepts covered to various psychological problems and real life situations. Emphasis is on developing skills in interpreting statistical results presented in research articles. Prerequisites for PhD: ORG 7410, ORG 7400, and ORG 7402. Prerequisites for PsyD: ORG 7302 and ORG 7402. Cross-listed as and equivalent to PSY/RES 7415.
- ORG 7500 Diversity in the Workplace** 3 credits
This course is a systematic study of multi-cultural issues in the workplace, emphasizing respect for diversity of people and families, particularly with regard to matters of race, ethnicity, gender, religion, and sexual orientation. Specific ethnic groups are studied in regard to family relations and cultural impacts on workplace behaviors. Attention is given to ethnocentrism and racism in society and traditional culture-bound organizational human resources approaches. Through this course, students better understand themselves, including expectations and biases toward others based on their ethnic families of origin. Positive and negative feelings about ethnicity are also explored.
- ORG 7509 History & Systems of Psychology** 3 credits
This course introduces students to the theoretical systems, methods of inquiry, and terminologies associated with the history of psychology. The course is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology. The focus is on the major systems of Associationism, Structuralism, Functionalism, Behaviorism, Gestalt, Psychodynamic, and Existential/Humanistic. Cross-listed as and equivalent to PSY 7509.
- ORG 7510 Biological Bases of Behavior** 3 credits
This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions. The course provides an essential knowledge base for most other offerings in the field of psychology. Cross-listed as and equivalent to PSY 7510.
- ORG 7519 History & Systems of Industrial & Organizational Psychology** 3 credits
The course will provide an overview of the key events and accomplishments that have played an important role in the historical evolution of industrial and organizational (I/O) psychology and the systems that form the basis of the discipline. A review of the history of I/O psychology introduces several important distinctions that define the discipline and theoretical models and perspectives that trace the evolution of theory and practice. The learning activities emphasize the dichotomy between the science and applications of I/O psychology. The course will trace the development of the field from three different perspectives (1) objectives for research and practice in the field, (2) basic methodological orientation of practitioners and (3) the systems and research-based foundations that form the basis of professional practice in I/O psychology.
- ORG 7525 Issues & Methods in Market Research** 3 credits
This advanced workshop explores current techniques in mass market and Internet market research, with an emphasis on state of the art methods and issues facing practitioners. The course explores the social psychology of creating and supplying demand for products and services, by applying qualitative and quantitative research methods in both traditional retail and business distribution channels as well as through the Internet. Topics include market segmentation, product feature targeting, packaging, pricing, bundling, and placement, as well as advertising through direct mail, email, Internet, electronic mass media, and print media.
- ORG 7600 Family Systems** 3 credits
This course is an introduction to the systems approach to intervention with families. It includes a historical perspective on family theory development. The focus is on obtaining knowledge and theory about the nuclear family in traditional and alternative forms. Normal family patterns of interaction, family life cycle, family of origin, family subsystems, and societal influence are explored. Contemporary issues and outcome research literature are reviewed. This course serves as a knowledge base for further study of assessment, treatment, and intervention with families. Equivalent to CSL/PSY 6160. Cross-listed as and equivalent to PSY 7600.
- ORG 7650 Organizational Systems & Conflict Theories** 3 credits
Systems theory involves an orientation to the unified whole of any system in which human beings find themselves. The emphasis will be on integrating theory and concepts from the behavioral and social sciences as a basis for understanding human behavior within organizations and resulting conflict from that behavior. Experiential exercises will augment theoretical learning.
- ORG 7701 Theoretical Foundations for Diversity Work** 3 credits
This course will review the theoretical underpinnings for diversity work in the United States. Students will consider the implications of different models and explore what diversity means as a developing field. The course explores multi-disciplinary scholars, practitioners and theorists (academic, public policy, organizational, and others) to formulate discussion, analysis and experiment in the concept of diversity as a framework for organizational success.
- ORG 7705 Advanced Topics in Cross-Cultural Communications** 3 credits
This advanced course in cross-cultural communication will focus on the natural tensions that exist when conducting business globally. Within a framework of transnational business and global economics, students will address contemporary concerns that apply to strategic alliances and the management of the globally diverse organization. Topics covered include the achievements of global leaders, characteristics of leaders, leading across cultures, leading change and relationship between leaders and followers. *This course may not be transferred in.*
- ORG 7710 Cross-Functional Diversity Alignment** 3 credits
Promoting an organizational environment that fosters diversity requires aligning to and with organizational values, missions and visions. This course provides an overview of the organizational system including the design, control, and improvement of business systems. Topics include operations strategy, marketing and public relations, the legal landscape, principles of measuring organizational results, quality management, affirmative action and its role with Human Resources, as well as supplier diversity management.
- ORG 7715 Social Aspects of Diversity** 3 credits
In this advanced class in diversity, students will take a deeper look into the impact that privilege, stereotypes, bias and language have on individuals, teams and organizations. Students will review the history of the civil rights in the United States and its impact on organizational structure with an emphasis on marginalization, privilege, and structural inequality from a political and organizational framework. Students will then apply this to personal and professional setting to gain skills for addressing these issues individually and systemically in organizations.
- ORG 8001 Sport Funding & Finance for the Sport, Fitness, & Wellness Manager** 3 credits
This course emphasizes the use of specific financial management and fundraising concepts for the sport, fitness, and wellness professional. Topics related to financial management include basic fundamentals of financing a sport, fitness, or wellness operation. The challenges that

face the sport, fitness, and wellness professional are also examined, as these are different compared to other segments in the field of management. Modifications in the funding of sport will be emphasized, as well as an examination of the varied funding sources afforded to the sport, fitness, and wellness manager today. Lastly, an examination of recent research in these areas is offered for the student.

ORG 8003 Law & Personnel Management for the Sport, Fitness, & Wellness Manager 3 credits

This course examines the significance of legal concepts, fundamentals of human resource management (HRM), and the importance of each in the successful operation and advancement of the sport, fitness and wellness operation. Selected topics will have an emphasis on developing the student who will lead or manage a sport, fitness, and wellness organization. A comprehensive overview of legal and personnel concepts are examined, such as tort, contract law, constitutional law, risk management and liability issues, and ethical approaches in human resource measurement and evaluation. Lastly, an examination of recent research in these areas is offered for the student.

ORG 8005 Group & Team Dynamics in Sport, Fitness, & Wellness 3 credits

The proper blending of the talents and strengths of individuals can create incredible results. Also, significant negative impacts are a reality in dysfunctional groups and teams. This course defines the essential ingredients of cohesive groups and high-performing teams. Students investigate how individuals can maximize both personal and team performance. *This course may not be transferred in.*

ORG 8010 Organizational Burnout in Sport, Fitness & Wellness 3 credits

This course provides an overview of the construct of burnout, the development of employee burnout and how this affects the organizational system. Interventions for reducing employee burnout are discussed as well as strategies to prevent workplace burnout. The specific component of athlete burnout is addressed as well as the relationship between burnout and employee engagement.

ORG 8013 Transformational Leadership and Corporate Wellness in Sport, Fitness and Wellness 3 credits

This course emphasizes the integration of coaching and team building with the principles of transformational leadership. The distinction between executive and athletic coaching philosophies is addressed and best practices in each area are discussed. The constructs of corporate wellness and resiliency as well as relevant sociological variables and their collective impact on the organizational system are also addressed.

ORG 8015 Marketing & Public Relations in Sport, Fitness, & Wellness 3 credits

This course emphasizes the general difference between marketing and public relations by addressing the importance of a sport-related organization maintaining a favorable public image through consistent media outreach. This course examines the marketing concepts as they relate to organizations that function within the sports, fitness and wellness industry as well as provides an overview of the historical perspectives of marketed sporting events. Topics covered in this course include branding, athletic endorsements, corporate sponsorships, market research and consumer behavior.

ORG 8061 Administration of Grants & Contracts: Governmental & Community Funding 3 credits

This course provides students with knowledge of the various types of funding sources, including government agencies, private and community sources, grants and contracts as well as rules, guidelines and typical procedures applied to gaining and managing funding. The course also includes basic skill building in using social capital to develop funding sources and in grant proposal development. Interagency collaboration is emphasized.

ORG 8160 Mental Health Programs & Services for Special Populations 3 credits

This course covers the unique mental health service programming options for individuals representing special populations, including individuals with traumatic brain injury, mental retardation/developmental disabilities, co-occurring disorders, physical disabilities, individuals who are homeless, individuals in distressed communities, etc. The impact of family systems is also considered.

ORG 8165 Mental Health in the Context of Community Wellness 3 credits

This course is designed to present the student with methods of conducting needs analysis, developing presentation activities, and programs to promote positive mental health. Interaction with, and promotion within the community, is also an area of focus. Methods of conducting and presenting results of cost-benefit analysis of community mental wellness programs are also covered. Prevention and wellness programs are discussed.

ORG 8172 The Principles of Risk Management & Organizational Strategy Overview 3 credits

The history and theoretical principles of Risk Management and organizational strategy form the foundation of this specialization overview course. From that foundation, the course explores the inter-dependence of all phases of risk management and organizational strategy. Students will develop an understanding of these principles and potential application to organizational development and leadership.

ORG 8175 The Role of Leadership in Organizational Risk Management 3 credits

In this course students will examine their own personality styles and behaviors in relation to how they manage and process risk. They will analyze the behaviors and strategies leaders use to manage the risk management function in organizations. Leadership areas such as effective decision making, ethical judgment, strategic thinking, planning and organizing, communication strategies and skills, influence and consensus building as they relate to managing organizational risk, will be analyzed. Through case studies and integrated research, students will develop support for a set of best practices for organizational leaders who are responsible for managing risk in organizations.

ORG 8177 Risk Assessment, Financial, & Strategic Development Tools 3 credits

This course focuses on the study of the various instruments, assessment tools, and financial models that are used by executives and leaders in their business planning, risk management and decision making processes. This will span tools commonly used in organizational leadership assessment, risk assessment, business planning, and financial models and tools to measure ROI (return on investment), and perform cost/benefit analyses. From this foundation, the course will explore the inter-dependence of ROI, risk and cost/benefit analysis in the executive strategic planning and decision-making processes. Students will review theories and develop executive decision process models based upon quantitative risk, financial and strategy analysis tools and models.

ORG 8180 Organizational Change Management & Paradigm Shifts as Related to Managing Risk 3 credits

This course focuses on the theoretical principles and models of organizational change management as they relate to the implementation of risk management processes throughout the organization. Concepts and processes associated with the discovery and development of new paradigms will be integrated with change management and risk management activities throughout the organization. Students will develop skills in integrating change management and paradigm discoveries with effective risk management practices and organizational development and leadership. *This course may not be transferred in.*

ORG 8182 Risk Management of Human Capital 3 credits

This course examines the process of risk management as it relates to the human capital of organizations. People impact all areas within

organizations; therefore the focus on Human Capital risk is a very important part of an effective organizational risk management program. Research on topics such as talent management, human motivation, basic human resource management strategies, labor demand and supply, reorganization strategies, diversity management, training and development, organizational global re-positioning, and compensation and benefits will be analyzed as it relates to the management of risk and human capital. Ethical and diversity issues related to organizational risk will also be examined. Students will use case studies to examine and apply their knowledge on managing risk in organizations as it relates to human capital.

ORG 8185 Risk Management & Global Organizational Business Practices 3 credits

This course involves the research and application of risk management processes to organizational operations in the global marketplace. Students will learn how to effectively use risk management tools and processes to identify, evaluate, and prioritize global strategic and operational objectives and opportunities. Students will research organizations that have successfully applied risk management principles to their global business operations and use that research to create a risk management strategy for a global organization. Risk management as a source of global business competitive advantage will be explored.

ORG 8201 Learning Strategies in Organizations 3 credits

This course explores aligning organizational learning and business strategies. Students will explore current issues in this area, including different approaches that organizations take to planning, implementing, managing, and evaluating training as well as factors that contribute to success. Topics include selecting the optimal combination of curricula and delivery modalities; choosing and implementing learning management systems, selecting and utilizing instructional technology tools; and evaluating the impact of learning programs on strategic organizational performance.

ORG 8205 Training Needs Assessment Models & Methods 3 credits

This course focuses on the process of applying research design models and methodologies to the analysis of performance problems or opportunities for organizations, teams or individual workers. Students will develop and apply a variety of systematic measurement tools, including extant (existing) data research, surveys, benchmarking, and focus groups while conducting performance and root cause analysis in the context of needs assessments or front end analysis.

ORG 8210 Training Evaluation Models & Methods 3 credits

This course presents approaches to utilizing quantitative, qualitative, and mixed methods to evaluate the effectiveness and impact of training programs. Models/methods will include Kirkpatrick's levels of evaluation, Brinkerhoff's Success Case Method, Phillip's ROI method, and new developments in TDR (Talent Development Reporting).

This course may not be transferred in.

ORG 8213 Strategic Talent Development 3 credits

This course focuses on the role of the training function as it relates to strategic talent development utilizing an evidence-based approach. Students will learn how to integrate and align a development strategy with the long-term goals and needs of the organization. Connections will be made to tools and methods utilized for performance management, identification of high-potential leaders, and succession planning. Topics will include the increasing demand for leadership development and executive coaching.

ORG 8215 Global Issues in Training & Development 3 credits

This course will focus on the issues, challenges and opportunities associated with operating a training and/or learning & development function for international and multi-national organizations. Topics such as cultural norms, learning style preferences, linguistic issues, and technological differences will be explored.

ORG 8270 Diversity & Inclusion - Research in Action 3 credits

In this course, students will conduct an action research project to help select the appropriate interventions related to diversity and inclusion. It is critical that when designing plans, students understand the role that different solutions have toward meeting organizational goals. Students will first begin by defining diversity and inclusion and how the definitions relate to organizational solutions. Then, they will explore approaches that organizations may take to assess and evaluate their needs, and to plan and then execute the appropriate response to support the organizational strategy. Topics will include: learning and development, training, communications, event planning, and community relations.

ORG 8300 International Comparison of Health Insurance Systems 3 credits

This course examines healthcare delivery systems in various developed economies around the world. Content focuses on health insurance and other forms of healthcare financing, and means of providing efficient and effective healthcare to the general public. The course includes discussions of a variety of healthcare financing and healthcare delivery systems in countries around the world, some of which offer nationally financed programs, while others offer a combination of nationalized and private health care features. Pertinent issues related to healthcare financing and delivery systems located in the United States will be highlighted and analyzed. Topics include current issues and practices in the public policy related to financing and delivery of healthcare, preventative and wellness programs, access to healthcare, and quality of care.

ORG 8320 Environmental Stress on Mind and Body 3 credits

This course addresses important aspects of environmental influences on health and wellness, such as exposure to industrial chemicals, environmental toxins in air, water due to excessive use of agricultural chemicals, as well as contaminants from radon, molds and cancer causing erionite exposure. A corporate health and wellness consultant needs to be familiar with basic environmental hazards that cause illness both in the private and corporate settings, as well as how to address the health and wellness needs of those whose health has already been compromised through environmental agents.

ORG 8340 Exploring the Self: Increasing the Efficiency of Helping Others 3 credits

This course emphasizes the importance of reflecting on the self. The emphasis is on exploring unresolved shame, guilt, anger and interpersonal communication blunders, the role of forgiveness and making amends, along with negative and positive communication patterns as they help future health and wellness experts increase their effectiveness in advising and counseling employees, patients and clients in various organizational settings. The role of suppressing biased thinking is also addressed. The idea is that people who are able to address their own psychological needs are more efficient in helping others, than those who have unresolved issues. This course is taught online, with a weekend in-residence portion (on-ground live colloquium).

This course may not be transferred in.

ORG 8500 Advanced Topics in Organizational Consulting 3 credits

This course focuses on the application of psychological principles to the workplace and how psychologists can facilitate the improvement of work environments, conditions, employee performance, and interpersonal/team functioning. In addition, the course provides a review of the basic theory, research, and practice in organizational training, development, and behavior. Topics covered include job performance and attitudes, work motivation, personnel selection and classification, group influence, and training and development. There is an emphasis on the contribution of specific psychological skills in organizational consultation.

**ORG 8510 Advanced Seminar:
Leading Organizational Change** 3 credits
This seminar examines cutting edge trends in organizational change, the current global business climate, forces driving change, and issues related to positioning organizations for the future. The topics selected will connect change with culture, existing organizational strategies, and the process of change in future directions. Major case study examples of organizational change are included in the learning process.

**ORG 8511 Advanced Topics
in Performance Management** 3 credits
This course takes a broad perspective on the theory and strategic application of performance management systems design and implementation, with an emphasis on the more complex issues and questions associated with these advanced systems. This advanced course explores strategic issues and best practices in employee engagement, leadership development, succession planning, evaluative performance feedback, and compensation models. The ways that the changing nature of work and changing demographics in the business world are influencing performance management systems are examined, including globalization, generational differences, multinational operations and cross-cultural issues. Based on current theories and applications for performance management systems, students explore current literature and case examples to implement and support organizational development and increased organizational effectiveness.

ORG 8512 Leadership & Organizational Cultures 3 credits
This course addresses the key relationships among organizational culture, executing business strategy, structuring organizations into teams and workgroups, and aligning these with culture. The role of leaders in creating, maintaining, and changing culture gets special emphasis. The course includes current theories on the role of culture in organizational success and the role of leadership in guiding the organization and its culture toward successful outcomes.

**ORG 8516 Ethical Leadership in
Organizational Culture** 3 credits
This course examines business and professional ethics with an emphasis on their impact in organizational operations. Personal leadership attributes and characteristics and the role of leadership in guiding the organization and its culture toward successful outcomes receive special emphasis. Topics include the social response of organizations, leadership skills and practice, key relationships among organizational cultures, structuring organizational teams and workgroups and the role of leaders in creating, maintaining and changing cultures.

**ORG 8518 Professional & Business Ethics
in Organizational Leadership** 3 credits
This advanced seminar examines enduring issues in business and professional ethics and applying proven approaches to ethical professional practice and organizational operations to contemporary organizational environments and issues.
This course may not be transferred in.

ORG 8520 Coaching for High Performance 3 credits
Students in this course are familiarized with the current literature and ethics of executive coaching. In addition, the course trains students in effective methods of organizational coaching: helping managers and other executives transform themselves in areas where they are ineffective, reshape their values, communicate more effectively in the workplace, and challenge them to achieve higher levels of performance. Because this is a two tiered process, students also learn to train leaders in organizations to coach direct reports, peers, and superiors to enhance their growth and development and thus impact the entire organization in a positive way.

**ORG 8522 Transformational Leadership,
Coaching Top Level Executives** 3 credits
Many major companies have made coaching and leadership development a core part of executive development. This course takes the next step in examining the theories of leadership with emphasis on linking

theory and practice to create effective organizational leaders.
This course may not be transferred in.

**ORG 8530 Influence, Motivation
& Persuasion in the Workplace** 3 credits
This advanced graduate seminar explores theories of motivating adult performance in the workplace. The exploration includes theories and application of methods for leaders to influence and persuade others in ways that motivate and engage them in their work and their organization's mission.

ORG 8532 Advanced Seminar: The Leader as Coach 3 credits
This advanced graduate seminar explores models and techniques for organizational leaders to apply in coaching others in their organization, especially direct reports and others they influence in matrixed organizations.

**ORG 8534 Advanced Seminar:
Human Resources Business Strategy** 3 credits
This advanced graduate seminar explores issues and models for leveraging human resources to execute business strategy. Topics include succession planning, leadership development models, workforce staffing models, compensation models, and training and development strategies.

ORG 8535 Organizational Consulting as a Business 3 credits
Organizational consulting is a partnership between the consultant, the organization and its leadership, in which all involved agree on the specific goals and parameters of the contract. Topics include establishing and marketing the consultant's unique skills as well as basic business management. Also emphasized are the ethical, legal, and business obligations of the person engaged in the consulting profession.

**ORG 8540 Advanced Instructional Systems
Theory & Design** 3 credits
This course combines foundational knowledge of instructional systems design with an exploration of learning technologies such as games, simulations, and electronic performance support systems. Methods for design and delivery of these technologies will also be explored.

**ORG 8542 Advanced Seminar:
Learning Strategies in Organizations** 3 credits
This advanced seminar explores current topics in aligning educational and business strategy in organizations. Students will explore current issues in this area, including published literature, with an emphasis on learning the implementation of educational and learning strategy in organizations. Topics include return on investment in learning programs, selecting the optimal combination of curriculum, instruction, and technology, and evaluating the impact of learning programs on the strategic organizational performance.
This course may not be transferred in.

**ORG 8545 Advanced Seminar:
Learning Initiatives & Organizational Change** 3 credits
This advanced course explores the role of learning, education and training in designing and implementing organizational change. The course examines the role of learning initiatives as tools for change and as environmental factors that impel organizations toward changing their strategies and tactics. Based on current theories and applications for leading organizational change, students will explore current literature and case examples of learning initiatives and educational programs to implement and support organizational change and organizational development.

ORG 8550 Organizational Systems Theory 3 credits
Based on current thinking in systems theory and its application, this course applies systems thinking to organizational development. Topics include system dynamics, system archetypes, dynamic links, loops, and the application of chaos theory to improving organizational performance.

ORG 8560 Health & Wellness Business Consulting 3 credits

This course prepares health promotion professionals to qualify as an external consultant to plan and manage an organization's wellness programs. This course explores the critical elements necessary for creating and managing a business in the health and prevention industry. The course examines the role of the business owner and the application of research practices in writing a business plan, marketing, sales, and proposal writing. Students learn how to apply metrics and methods to measure the various aspects of business performance as well as the outcomes of their clients' programs.

ORG 8571 Contemporary Criminological Theory 3 credits

This course involves a critical analysis of contemporary criminological theories and current applications or revisions of traditional theories. Students will explore topics ranging from restorative justice and gender-driven theories to critical criminology and environmental criminology. The relative benefits and drawbacks of each topic will be examined, as well as the status of current research relating to them.

ORG 8573 Types & Characteristics of Crime 3 credits

The purpose of this course is to review the classification of different crime types, and to assess the distribution of each type across an array of socio-demographic variables, including class, race/ethnicity, gender, age, and locale. Students will learn about the various causes of the different types of crimes, and the specific ways the justice system should respond to different types of offenders.

ORG 8575 Advanced Analysis of Criminal Justice Processes 3 credits

This course examines the processing of offenders through the criminal justice system, from arrest to corrections. Issues of due process will be analyzed and critiqued, with particular emphasis placed on judicial system parameters. Recognition of the need for the three components of the justice system to process cases efficiently will lead the student to an understanding of how systems theory is integrated into an overall analysis of the justice system.

ORG 8577 Juvenile Justice 3 credits

This course focuses on the juvenile justice system, while highlighting differences between the juvenile and the adult criminal justice system. The course will not only cover traditional topics such as juvenile delinquency and the processing of juvenile offenders, but also current concerns about juvenile behavior, such as rates of youth violence and gang participation. The legal and philosophical bases for the separate system for juveniles will also be analyzed and debated.

ORG 8580 Mental Health & Crime 3 credits

The relationship between crime, mental health, and mental illness are covered in this course, with a focus on analyzing specific treatment and rehabilitation practices used with various types of offenders in diverse settings. Emphasis will be placed on changes in the mental health system that generated an increase in the presence of mentally ill offenders in the criminal justice system. Additionally, focus will be placed on issues such as the accurate assessment of mental illness, problems with certain therapy methods, and difficulties in treating dangerous offenders, drawbacks of utilizing personnel with limited training, and other impediments and limitations to effective treatment of offenders.

This course may not be transferred in.

ORG 8582 Drugs, Addiction, & Crime 3 credits

This course explores the relationships among criminality, drug use, and addiction by examining the evolution of drug policies from the following perspectives: enforcement, prosecution, and sentencing of drug users and addicts. The impact of drug laws on criminal justice processing will also be examined. Students will gain an understanding of drug use and will explore theoretical orientations that help to explain why people use drugs and how such use leads to criminal behavior. Further, the ways in which drug use and drug policies have an impact on the juvenile justice and criminal justice systems will be covered. An integral part of this course will be based on current events, policies on drug treatment, and enforcement of drug laws.

ORG 8586 Evaluating Criminal Justice Interventions 3 credits

This course focuses on methods used to examine the effectiveness of programs developed to treat offenders, support victims, as well those concerning crime prevention schemes. Prior evaluation models will be reviewed and problems and appropriate methods in assessing effective models of intervention will be discussed. Evaluation concerns will not only include program effectiveness, but also issues of ethics and legal requirements. Students will become familiar with how to address the need to design and evaluate programs according to such concerns. They will also have an opportunity to use prediction techniques and operational research methods to measure the effectiveness and performance of criminal justice programs.

ORG 8600 Innovation & Business 3 credits

Innovation in business and organizations means to introduce a truly new idea, method, service, or product. This advanced course explores the psychology of human creativity, team synergy, and breakthrough thinking. Topics include the history of innovative advances in science, technology, and business, and methods such as brainstorming, analog thinking, and inventive tinkering. The course separates myth from reality about innovation, and the mental and group social processes of creativity and innovation.

ORG 8612 Advanced Seminar: Organizational Culture & Performance 3 credits

Students explore the relationship between organizational culture and organizational performance. In the latter half of the 20th Century business researchers began to apply the principles of cultural anthropology and social psychology to organizations, borrowing the concept of culture and expectations of behavior based on group membership. This course explores both qualitative and quantitative research findings and case studies to explore the systemic impact of organizational culture on the overall performance of the organization.

ORG 8615 Advanced Topics in Organizational Development & Leadership 3 credits

This highly experiential course explores current issues and practices in the application of leadership and organizational development processes and systems. Topics include succession planning, facilitation skills, leading across global cultures, strategic planning, transforming organizational cultures, implementing effective leadership development programs, and other current topics. Learning methodology include simulated organizational environments and the development of realistic strategic plans, systems, and processes that address the issues that impact the performance of organizations viewed as a whole.

This course may not be transferred in.

ORG 8619 Current & Global Issues in Industrial & Organizational Psychology 3 credits

Due to the rapidly and continually changing nature of industrial and organizational (I/O) psychology, it is important for scholars, researchers, and practitioners to stay abreast of current and emerging issues in the field. Given that many of the changes occurring in the field of I/O are due to the globalization of the business world, particular emphasis will be focused on the role and practice of I/O in the complex environment of global organizations. In this advanced seminar, students explore current and global issues that attract the attention of researchers and practitioners in I/O psychology, as evidenced by the published literature, with an emphasis on learning the application and implementation of best practices and emerging theories in the field. Topics in the seminar will evolve along with the issues that appear most often in the I/O literature, issues that receive the most attention in the professional and business press, and current lines of research having the most impact on the field.

ORG 8621 Advanced Seminar: High Performance Teams 3 credits

An advanced seminar, this course requires students to identify and research cutting edge issues in the formation, leadership, development, and functioning of teams in organizations. Topics include formal and informal leadership, self-managing teams, motivating teams to respond

COURSE DESCRIPTIONS

to mission critical or emergent situations, and sustaining high-level performance. Research emphasizes both principles of group dynamics and case studies of highly performing teams.

ORG 8629 Legal & Ethical Issues in Conflict Management 3 credits

This course will focus on both legal and ethical issues arising in conflict situations that range from interpersonal conflict to national security crises. Topics will include business and professional ethics, current issues in the ethics of mediation and conflict resolution, and arbitration as an adversarial proceeding in contrast to mediation and conflict resolution.

ORG 8630 Influencing Leaders to Resolve Conflict 3 credits

This course explores the theories and methods leaders can use to influence and persuade others to employ as constructive approaches to conflict resolution. Topics include the power leaders can employ to provide impetus to conflict resolution and effective communication strategies for leaders to employ in resolving conflict.

ORG 8632 Evaluating Conflict Resolution Processes 3 credits

This course explores principles, challenges, and models of conflict resolution. The course emphasizes using organizational business metrics as key macro-level outcomes measures, and multiple-method, multiple source measurement approaches to predicting and explaining outcomes.

ORG 8635 Developing Conflict Resolution Plans & Policies 3 credits

This course will lead the student through the development of a conflict resolution plan, and will focus on how a written plan serves as a key tool in conflict resolution for mediators, managers, and negotiators alike. Further emphasis will be given to the role communication plays the resolution process by providing a concrete structure, guidelines, and standards for conflict resolution.

This course may not be transferred in.

ORG 8650 Strategies & Policies to Advance Mental Health Care 3 credits

Analyze and transform mental health treatment systems, cross cultural mental health systems, advocate for legislative change, integrate research into coherent and effective argument to analyze and transform mental health treatment systems.

This course may not be transferred in.

ORG 8770 Doctoral Capstone Seminar 4 credits (9 weeks)

This seminar provides students the opportunity to apply what they have learned in their curriculum to highly realistic case studies related to their fields of specialization for the doctorate. Through discussions among students and the instructor, students will review, analyze and evaluate case studies emphasizing the practice of the content in their curriculum. The course will involve the analysis and evaluation of one or more case studies. Students will contemplate complex questions posed by their instructor, reply to those questions, respond to other students' analyses and evaluations, and receive faculty feedback. Each student will submit a final assignment on each case, involving his or her critical thinking on the core issues presented in the case and the presentation and defense of an approach to addressing those core issues. Prerequisite: completion (including approved credits transferred) of all coursework required in the student's doctoral curriculum. Equivalent to and cross-listed with PSY 8770.

ORG 8801 Organization Design for Innovation 3 credits

This course focuses on developing an organization design that encourages innovation and enhances the success of entrepreneurial ventures. Various organization design techniques are discussed as a foundation, followed by application to various scenarios and business issues.

ORG 8803 Creating a Culture of Innovation 3 credits

This course focuses on the development of an organizational culture that encourages innovation and entrepreneurship. Principles of

organizational culture are discussed as a foundation, as well as factors that increase innovation and entrepreneurship. Levers for driving culture and techniques of culture change will also be demonstrated. Students will develop an idea and business plan for an innovative venture within a corporation/agency or a new entrepreneurial venture. Students will demonstrate application of the program content in the creation of a business plan. The course will culminate in the presentation of the proposal to potential "investors" or executives. In-residence course. *This course may not be transferred in.*

ORG 8805 Managing for Agility 3 credits

Students in this course will learn the principles of managing for creativity and agility. This will include the role of management in encouraging and inhibiting creativity, as well as specific management techniques for managing staff in creative jobs. Specific management techniques will be compared and contrasted for their potential application to innovation and entrepreneurship. This seminar-based course will focus on the ability of organizations to rapidly respond to changing market conditions and emerging opportunities. Topics such as disruptive innovation, alternative organization models, the extended enterprise, and others will be discussed, with a focus on the latest thinking in this area.

ORG 8810 Social Entrepreneurship 3 credits

This course will focus on the evolving practice of Social Entrepreneurship and its application. This will include a contrast with traditional entrepreneurial ventures and the potential for integration of social entrepreneurship into existing enterprises.

ORG 8813 Advanced Market & Competitive Intelligence 3 credits

This course will demonstrate quantitative and qualitative methods for conducting market and competitive intelligence. Specific focus will be placed on techniques most applicable to innovation and entrepreneurial ventures.

ORG 8815 Global Issues in Innovation & Entrepreneurship 3 credits

This course will focus on the emerging practice of innovation and entrepreneurship around the globe, with a particular focus on developing and lesser-developed countries. As countries such as India and China emerge as sources of innovation and entrepreneurship, it presents new challenges for countries that have traditionally held positions of economic leadership – how can innovators and entrepreneurs capitalize on this trend and counter these threats? Innovation and micro-enterprise in lesser-developed countries and the opportunities that it presents will also be discussed.

ORG 8850 Theorizing Technology, Communication, & Media in Organizations 3 credits

Students will use the history and scholarship of technology, communications, and media, to explore and develop theories for how these fields intersect with Organizational Development and Leadership. The broader role that technological innovation plays in the historical development of organizations and work processes will also be explored. Topics will include the role of social media in the construction of identity, the effects of telecommunications and media on organizational culture and collaboration, the role of communications and media in globalization, and the role the internet has played in the development and leadership of organizations. Students will develop a theoretical expertise and conduct research about the role of information and communication technologies for new forms of organizing and organizational structure. Students will also explore and develop theories for how technology and communication have historically transformed organizations.

ORG 8853 Organizational Implications of Implementing Technology Projects 3 credits

Implementing technologies within an organization is no trivial task, as they impact all aspects of the organization and its culture. Managing the technology itself is very complex. However, the associated

organizational issues are equally complex throughout the full lifecycle of the project – from initial ideas to full sustainment. Topics include departmental and organizational-wide decision-making processes, organizational and individual authority dynamics, balancing inter-departmental needs, managing change, and the impact upon people and their work. Students will take their integrated systems knowledge and develop plans for advising or re-directing work.

ORG 8855 Advanced Social Networking for Organizations 3 credits

The role that media forms like “social media” (or computer-mediated social networking sites like Facebook or LinkedIn) play in large companies and organizations has become increasingly important for the analysis and leadership of organizations. In this course, students will develop a theoretical basis in, and begin to differentiate among, emerging media and internet technologies, the ethical questions surrounding social media, personal identity and the workplace, and the role that the internet, blogs and email have on group decision-making and the effectiveness of leaders. Students will take their knowledge of how social media are used for promotion and public relations, and how content communities and virtual social worlds are utilized in organizations, and apply it to creating plans for transforming organizations.

ORG 8857 Building Innovative Organizational Capabilities 3 credits

How can innovation be best leveraged in organizations to achieve their strategic goals? Is technology always an organizational asset? This course builds innovative toolsets, which includes evaluating the possible impacts of various innovation theories, organization structures, and ethics upon organizations and society.
This course may not be transferred in.

ORG 8860 Leveraging Technology Toolsets as an Organizational Development Practitioner 3 credits

Technology-based tools -- such as immersive, web-based, hand held, collaborative software, and facilitator-led technologies -- can augment the capabilities and outcomes of an Organizational Development intervention. This course studies various tools an Organizational Development practitioner can use, including selection, design, and facilitation techniques.

ORG 8863 Advanced Topics: How Media & Communication Technologies are Transforming Leadership in Organizations 3 credits

This course will be based on the analysis of case studies and current trends in organizations. Students will develop a theoretical basis and develop plans for the development and implementation of Information, Communication, and Media Technologies (ICMT’s) in organizations. Students will also explore the critical scholarship surrounding the ethics of implementing ICMT’s in organizations, and use this to derive ethical strategies for increasing the effectiveness of leaders. The main focus will be on using case study analysis for creating solutions to current problems in the interaction of ICMT’s and leadership effectiveness.

ORG 8910 Dissertation Planning I 1 credit (9 weeks)

In this course students begin the drafting of their dissertation under the supervision of the instructor. Students working individually on their own dissertation drafts focus on the description of their topic, refinement of their research questions, and outlining their review of the literature with feedback and recommendations for revisions from their instructor. (Final approval of these drafts of portions of the dissertation rests with the student’s individual dissertation committees, as described in the current University of the Rockies Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after their enrollment and completion of Dissertation Planning I and II.) Prerequisite: Doctoral Capstone Seminar. Cross-listed and equivalent to EDU/HUM/PSY 8910.

ORG 8912 Dissertation Planning II 1 credit (9 weeks)

In this course students continue the drafting of their dissertation begun in Dissertation Planning I under the supervision of the instructor. Students working individually on their own dissertation drafts focus on further refinement of the description of their topic, the final draft wording of their research questions, and beginning to write their review of the literature and research methodology with feedback and recommendations for revisions from their instructor. Students will exchange research concepts and proposed approaches about their research methodology with other students proposing similar methods (qualitative, quantitative, mixed, etc.). (Final approval of these drafts of portions of the dissertation rests with the student’s individual dissertation committees, as described in the current University of the Rockies Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after their enrollment and completion of Dissertation Planning I and II.) Prerequisite: completion of all required coursework and Dissertation Planning I. Cross-listed and equivalent to EDU/HUM/PSY 8912.

ORG 8990 Dissertation (1 credit per term, 5 terms) 1 credit

Students writing a dissertation must complete a total of 5 credits by registering for five consecutive terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices and procedures in the Dissertation Handbook.

ORG 8991 Dissertation Extension 1 credit

When Dissertation extends beyond 5 credit hours or one year in length, students must register in Dissertation Extension consecutively until the Dissertation is complete.

PSY Psychology

PSY 5001 Survey of Psychology I 3 credits

This course is a survey course developed to assist students with degrees in areas other than psychology to become prepared for graduate study in psychology. Survey I covers an introduction to research, basic psychotherapeutic concepts, cognitive development, sexual development and issues, child issues, family therapy and other therapies, learning and memory and ethics. This course is the first of two survey courses in this preparation process. Equivalent to and cross-listed with ORG 5001. Equivalent to ORG 5010.

PSY 5002 Survey of Psychology II 3 credits

This course is the second of two survey courses. This course covers a brief history of psychology, psychoanalytic theories of personality as well as other personality theories, human motives and social motives, psychological therapies and questions about psychotherapy, intelligence measurement, personality traits and their measurement, social relation in groups, stress, health and illness and mind, self and well being. Prerequisite: PSY 5001. Equivalent to to and cross-listed with ORG 5002. Equivalent to ORG 5011.

PSY 5003 Introduction to Applied & Professional Psychology 3 credits

This course provides an overview of the roles, relationships, and responsibilities of individuals in the various specialties in applied and professional psychology. Attention is given to identifying those specialties for which licensure or certification is possible and/or available, those specialties that apply the principles of psychology to organizations and organizational problems, and the distinction between experimental/theoretical psychology and applied/professional psychology.

PSY 5130 Life Span Development 3 credits

This course surveys the major theoretical perspectives on life span development from conception through late adulthood. Developmental processes related to physical, cognitive, moral, and emotional functions are reviewed as well as societal and cultural aspects of development. Cross-listed and equivalent to CSL 5130.

PSY 5280 Ethics, Laws & Standards of Professional Practice 3 credits

This course is a study of the ethical and legal issues confronting those practicing in human services. Topics related to clinical methodology, standards of practice, and inter-professional relations are explored. Students learn principles of ethical decision making, standards for human and animal use in research, and standards of care specified by state and federal laws. Emphasis is placed on exploration of the emotional impact that major ethical and legal dilemmas have on decision making. Students also master the current code of ethics of the American Psychological Association and other professional codes of ethics, such as the code of the American Association of Marriage and Family Therapy or the code of the American Counseling Association. Equivalent to ORG 6520. Cross-listed and equivalent to CSL 5280. *This course may not be transferred in.*

PSY 5290 Theories & Techniques of Counseling & Psychotherapy 3 credits

This course is an overview of the psychodynamic, cognitive/behavioral, and existential/humanistic schools of psychology, as well as corresponding models of counseling and frequently used assessment and therapeutic techniques. The primary focus in the course is on the development of both skills and rationale in the application of intervention strategies to treatment and case management. Equivalent to ORG 6530. Cross-listed and equivalent to CSL 5290.

PSY 5330 History of Psychology 3 credits

This course introduces students to the theoretical systems, methods of inquiry, and terminologies associated with the history of psychology. The course is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology. The focus is on the major systems of Associationism, Structuralism, Functionalism, Behaviorism, Gestalt, Psychodynamic, and Existential/Humanistic. Cross listed and equivalent to CSL 5330.

PSY 5400 Statistics & Research Design 3 credits

This course emphasizes statistical concepts related to methods most appropriate to data and theories in psychology. The focus is on a quantitative approach to the concepts and methods of statistical inference. Topics include sampling, frequency distributions, estimation, hypothesis testing, and probability. Statistical analyses covered include correlation, regression, t-tests, nonparametric tests, and Analysis of Variance. Basic research design issues are addressed, with a focus on selecting data analysis techniques to appropriately address research questions and apply the concepts covered to various psychological problems and real life situations. Emphasis is on developing skills in interpreting statistical results presented in research articles. Cross-listed as and equivalent to CSL/ORG 5400.

PSY 5410 Physiological Bases of Behavior 3 credits

This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions. The course provides an essential knowledge base for most other offerings in the field of psychology. Cross-listed and equivalent to CSL 5410.

PSY 5420 Principles of Social Psychology 3 credits

This course provides an introduction and overview of the principles and theories of social psychology. The course includes exploration of behavior in groups, group impacts on individual behavior and the ways in which organizational rules and norms impact behavior. Constructs of social psychology, including social influence, social thinking, and attitude formation are covered and related to sociological and psychological research. Equivalent to ORG 5520. Cross-listed and equivalent to CSL 5420.

PSY 5520 Cognitive & Affective Bases of Behavior 3 credits

This course studies the science of the cognitive and affective bases of behavior. The course reviews the contributions of cognitive

psychology and also studies the effect of emotion and motivation on behavior. Cognitive psychology emphasizes perception, attention, memory, reasoning, language, imagery, and problem solving. Affective psychology focuses on emotional arousal, motivation, attribution, and mood. Students are thoroughly acquainted with research and research methods in this area and also focus on how this information applies in clinical practice.

PSY 5530 Cultural Diversity & Individual Differences 3 credits

This course provides a systematic review of the wide range of cultures and individual differences and the ways in which cultural mores, ethnocentrism, and factors such as matters of race, gender, religion, sexual orientation, customs and cultures impact behavior of the individual themselves and of those around them. Through this course, students better understand themselves and others, in terms of perceptions and behaviors. Equivalent to HUM 6500. Crosslisted and equivalent to CSL 5530 /ORG/EDU 6499.

PSY 5610 Psychometrics: Tests & Measurements 3 credits

This course involves the study of the theory and practice of psychological measurement. The focus is on the process of measuring and differentiating variables of psychological interest. Students explore basic concepts of measurement and the principles of test construction. The course familiarizes the prospective professional psychologist with the common tests used in psychological and educational practice. These include intellectual, aptitude, and achievement tests; interest inventories; personality tests; and social measures. Cross-listed and equivalent to ORG 5100/CSL 5610.

PSY 5800 Mental Health & Psychopathology in the Workplace 3 credits

This course acquaints the student with both normal and abnormal behavior evident in the workplace. The focus of the course is creating a healthy culture in the workplace, maintaining a healthy work/life balance, and managing stress. In addition, students learn the common mental disorders and personality disorders manifested in an organizational setting and how to exercise leadership to bring about positive change. Equivalent to and cross-listed with ORG 5270.

PSY 6120 Lifestyle & Career Development 3 credits

This assessment course focuses on the evolution of the concept of career development. Students review the major theories and their application to the collection, evaluation, and use of career information for counseling psychology as it applies to individuals and groups across the adult life span. Students also learn to use assessment instruments (MBTI, FIRO-B, Strong, etc.) and integrate the findings in vocational counseling situations as they relate to adults. Cross-listed and equivalent to ORG/CSL 6120.

PSY 6121 Theories & Techniques of Career Counseling 3 credits

This course reviews the various theories of career counseling as they relate to career development theory, and provides the student with the knowledge base and skills necessary to select and employ career counseling techniques to help clients to affect career decision-making and career choices/career change choices. Prerequisite: PSY 6120

PSY 6122 Occupational/Educational Information 3 credits

In this course the student gains information on and skill in using the various print and electronic sources of occupational information. Included are sources that provide information such as education that is necessary in various job types/roles, occupational outlook and future market demand for different career areas, roles, expectations, and career ladders in various job areas, and related information. The use of technology in career counseling/career management also composes a major segment of course content.

PSY 6160 Family Systems & Dynamics 3 credits

This course is an introduction to the systems approach to intervention with families. It includes a historical perspective on family theory development. The focus is on obtaining knowledge and theory about

the nuclear family in traditional and alternative forms. Normal family patterns of interaction, family life cycle, family of origin, family subsystems, and societal influence are explored. Contemporary issues and outcome research literature are reviewed. This course serves as a knowledge base for further study of assessment, treatment, and intervention with families. Cross-listed and equivalent to CSL 6160.

PSY 6230 Treatment of Family Violence 3 credits

This course explores the major personal and social theories of family violence, including elder abuse. The course focuses on severe marital conflicts, rape, and physical and emotional violence. The cycle of family violence is examined with emphasis on societal factors that contribute to this behavior. Students explore causality and treatment alternatives for victims and perpetrators as well as current research findings in the field. Prerequisite: PSY 6160. Cross-listed and equivalent to CSL 6230.

PSY 6290 Learning Theory & Behavioral Applications 3 credits

This course surveys traditional areas of learning theory, including classical and instrumental conditioning paradigms, motivation, reinforcement variables, stimulus discrimination, generalization and transfer, habituation, and memory. Also reviewed are models of social learning theory, modeling, and behavioral rehearsal. Behavioral approaches to therapy that focus on modifying specific, observable behaviors, using the principles of learning theory such as systematic desensitization, cognitive-behavioral approaches, and dialectical behavioral therapy. Prerequisite: PSY 5520 or equivalent.

PSY 6301 Cultural & Historical Approaches to Sports & Performance 3 credits

This course provides a foundation for understanding the cultural and historical perspectives on sports and performance psychology. The curriculum explores the key contributors, important research discoveries and differing roles of professionals in the field. Students investigate models of performance from ancient to contemporary traditions. Emphasis is on the successful integration of various cultural perspectives on sports and performance.

PSY 6310 Physiological Factors in Sports & Performance 3 credits

This course provides the foundation for understanding the physiological dimensions of sports and performance. The curriculum will focus on physiological components of behavior and their relationship to the mental and emotional aspects of performance. Attention is given to the areas of regulating arousal, stress, anxiety and fear. Students will learn to assess parameters of the stress response. The course is designed to assist the working professional in creating strategies for optimizing human performance.

PSY 6312 Performance Enhancement 3 credits

Psychological Skills Training (PST) is the systemic and disciplined use of psychological skills to enhance performance. Similar to physical skills, mental and psychological skills development requires precision and repetition of multiple capacities. These include focusing and concentration, arousal regulation, imagery, increasing confidence, motivation and effective goal-setting.

PSY 6315 Enhancing Health & Well-Being in Sports & Performance Settings 3 credits

This course explores the central importance of health and well-being in sports and performance. Excellence in performance often demands balanced mental and physical functioning and adherence to a well-designed training regimen. In attaining health and well-being, particular attention is given to psychological and behavioral components that either support or detract from performance. Supportive elements include healthy exercise, recovery, diet and relationships. Indicators of imbalance include injuries, illness, eating disorders, addictions, aggression and burnout. Further, the course examines the temptations and dangers of illicit performance enhancing drugs. Attainment of balance is seen as a core ingredient of optimal and sustainable well-being.

PSY 6318 Youth Development & Sports 3 credits

One purpose of sports and performance psychology is helping people improve performance through the use of mental techniques. Sports and performance psychology also looks at how involving ourselves in sports and performance activities facilitates personal growth and well-being. Students are introduced to several important topics: 1) how physical activity and psychological development are linked, 2) effective coaching practices for youth and young adults, 3) child/parent interaction, and 4) application of this knowledge with adults.

PSY 6320 Group & Team Dynamics 3 credits

The proper blending of the talents and strengths of individuals can create incredible results. Also significant negative impacts are a reality in dysfunctional groups and teams. This course defines the essential ingredients of cohesive groups and high-performing teams. Students investigate how individuals can maximize both personal and team performance.

PSY 6460 Marital Systems 3 credits

This course explores current theory and practice of couple and marital therapy. It includes a review of the professional and non-professional literature related to the subject. Topics such as divorce, infidelity, relationship enhancement, cross-cultural marriages, and same sex couples are researched. Interactive patterns, societal influences, and intervention strategies are discussed. Prerequisite: PSY 6160 or equivalent. Cross-listed and equivalent to CSL 6460.

PSY 6470 Theories & Techniques of Group Counseling & Psychotherapy 3 credits

This course is a study of the history, theory, and practice of group counseling and psychotherapy. Several major contemporary models of group counseling are examined. Instructional methods include both didactic presentations and experiential methods. Students are afforded the opportunity to participate in a training group as a group member and as a leader. A strong emphasis is placed on ethical standards and self-assessment of personal strengths and weaknesses that affect group leadership. Prerequisites: PSY 7210, or equivalent. Cross-listed and equivalent to CSL 6470.

PSY 6501 Psychology of Personality 3 credits

This course explores the major theories of personality including Psychodynamic, Behavioral, Biological, Cognitive, Trait-Factor, and Humanistic/Existential approaches. Students study individual theories and compare and contrast these theoretical positions in terms of current research. In addition, students explore the relevance and application of personality theories to the profession of psychology. Cross-listed and equivalent to CSL 6501.

PSY 6580 Human Sexuality & Sexual Disorders 3 credits

This course focuses on the sexual response cycle, sexual identity, and the treatment of sexual disorders in clinical practice. The primary emphasis is on the way in which a disturbance in the processes of the sexual response cycle (desire/excitement/orgasm/resolution) leads to sexual dysfunction. The student also becomes familiar with the paraphilias and gender identity disorders. Cross-listed and equivalent to CSL 6580.

PSY 6600 Theories & Techniques of Marriage & Family Therapy I 3 credits

This course is a didactic integration designed to introduce the student to the foundations of marriage and family therapy. It provides an overview of the major theoretical approaches to marriage and family therapy. Assessment techniques and intervention strategies are presented for all of the schools of thought, with an emphasis on inter-generational, communication, experiential, structural, and behavioral approaches. Cross-listed and equivalent to CSL 6600.

PSY 6610 Theories & Techniques of Marriage & Family Therapy II 3 credits

This course focuses on mastery of basic and advanced principles of marriage and family therapy through an integration of therapeutic

COURSE DESCRIPTIONS

perspectives of modernist models. Models studied include strategic, brief solution focused, narrative, and integrative. Intervention strategies from each perspective are presented and practiced. Prerequisites: PSY 6160 and PSY 6600, or equivalents. Cross-listed and equivalent to CSL 6610.

PSY 6991 Master's Thesis Extension 1 credit
When Master's Thesis extends beyond 3 credit hours, students must register in Master's Thesis Extension until complete. Prerequisite: PSY 6990.

PSY 7101 Assessment Tools for Organizational Leadership 3 credits
This course involves the study of the theory and practice of objective personality assessment and its application to executive coaching and organizational leadership. The course focuses on how objective personality assessment is used to provide insights into readiness for leadership and management roles. Primary emphasis is on those published instruments and inventories commonly used in executive coaching, organizational leadership assessment and organizational development, including instruments such as: FIRO-B, Social Style Profile, Myers-Briggs Type Indicator, CPI 260, Thomas-Kilmann Conflict Mode, Campbell Leadership Index, Workplace Big Five, Change Style Indicator, Campbell Organizational Survey, and Conflicts Dynamics Profile. (All of the above will not necessarily be included in each session of the course; instructors will select representative examples from classes of instruments.) Cross-listed as and equivalent to ORG 7101. *This course may not be transferred in.*

PSY 7210 Psychopathology I: Adults 3 credits
This course focuses on the etiology and diagnosis of adult psychopathological disorders. Students develop skills in case conceptualization and addressing adult disorders, differential diagnosis and construction of a systematic treatment plan, emerging treatment revision, assessment of outcome, termination, and ethical issues in the treatment process. While placing treatment within a theoretical context, the real emphasis in this course is on treatment techniques aimed at symptom and problem reduction. Benefits and limitations of the diagnostic process are reviewed.
This course may not be transferred in.

PSY 7220 Clinical Personality Assessment: Objective Techniques 3 credits
This course involves the study of the theory and practice of objective personality assessment. The course focuses on how objective personality assessment is used to provide information in educational, psychiatric, industrial, and medical practice. Primary emphasis is on the Minnesota Multiphasic Personality Inventory - 2nd Edition, and the Millon Clinical Multiaxial Inventory - 3rd Edition. Secondary emphasis is on the Personality Assessment Inventory and tests of normal personality functioning. In addition, the student gains familiarity with numerous scales and inventories used to measure functioning in educational, industrial, and psychiatric practice. Prerequisite (for clinical programs only): PSY 5610 or equivalent.

PSY 7260 Adult Psychopathology & Treatment II 3 credits
This course examines the methods and techniques employed to assist adult clients in the change process with specific reference to problem diagnosis, case conceptualization, and construction of a systematic treatment plan, emerging treatment revision, assessment of outcome, termination, and ethical issues in the treatment process. While placing treatment within a theoretical context, the real emphasis in this course is on treatment techniques aimed at symptom and problem reduction. Prerequisite: PSY 7210 or equivalent. Cross-listed as and equivalent to ORG 7260.

PSY 7272 Group Process & Group Leadership in Organizations 3 credits
This course provides an overview of group theory, processes and dynamics in organizations. It will also examine effective behaviors and characteristics of facilitating/leading groups in an organizational

setting. Students will be afforded the opportunity to participate in group simulations both as participant and facilitator. Students will receive evaluation and feedback on their group facilitation skills. A strong emphasis is placed on ethical standards and behavior in groups along with legal issues. The impact on groups of factors such as diversity, culture, distance, and others are explored. Cross-listed as and equivalent to ORG 7272. *This course may not be transferred in.*

PSY 7301 Advanced Performance Enhancement I: Core Mind-Body Practices 3 credits
This course presents mind-body practices that provide the core elements of behaviors for individual and team performance. The student will learn to practice and to teach mastery of cognitive and physical skills to control systemic arousal and focusing behavior. The course will provide tools to construct performance profiles on individuals taking into account age, gender and cultural parameters. This depth of analysis provides the foundation to effectively integrate mind-body practices with performance enhancement. The student will be given strategies for measuring the efficacy of applying mind-body practices in diverse settings.

PSY 7302 Advanced Research Methods 3 credits
This course involves the advanced study of research design, and the quantitative and qualitative methods that can be used in addressing research questions. The course is divided into three sections, which cover social scientific inquiry and research design, quantitative methodologies, and qualitative methodologies. Qualitative methods will be emphasized, but a foundation for quantitative methodological principles will be provided. Students will be required to complete a training on ethics in research, as well as complete a qualitative research proposal in an area of interest, which may include dissertation related research. Cross-listed as and equivalent to ORG 7302/RES 7440.

PSY 7305 Advanced Psychomotor Development & Kinesiology 3 credits
This course explores the practical applications of physiological and psychomotor dimensions of performance. The curriculum provides a comprehensive analysis of human movement and mental training applications. Parameters for measuring the stress response will be explored in conjunction with optimizing human performance. The life-long developmental aspects of physiological and motor behavior will be examined.

PSY 7311 Advanced Performance Enhancement II: Integrative Mind-Body Practices 3 credits
This course provides in depth study of advanced research and theories that integrate mind-body practices in enhancing performance. Students are taught how to utilize multiple conceptual frameworks and research findings in training skills such as advanced arousal control, imagery and focusing. The student will be able to assess the influence of age, gender and cultural factors on performance and apply this understanding to developing individualized training protocols. The graduate will be able to assess the efficacy of integrative mind-body practice models in enhancing individual, group and team performance.

PSY 7314 Rehabilitation in Sports & Performance 3 credits
This course examines crucial rehabilitation topics in sports and performance. The curriculum provides methods of psychological evaluation and treatment for injuries, addictions, eating disorders, and burnout. Students will investigate the dynamics of aggression in sports and performance settings. Retirement issues and exercise adherence strategies are explored. Inclusive in the course is a special debate section challenging students to confront current ethical issues in the field.

PSY 7317 Advanced Group Dynamics in Sports & Performance Settings 3 credits
This course examines the integral relationship between leadership, communication, and group performance. The curriculum applies group and team principles to diverse populations such as youth, special needs, high-profile performers and support networks. Leadership is

studied within the context of group functioning. Students will develop research protocols for assessing group and team functioning.

**PSY 7321 Advanced Performance Enhancement III:
The Psychology of Peak Experience** 3 credits

This course is the pinnacle of performance enhancement teachings. The emphasis in this course is the development of advanced awareness skills in the attainment of self-mastery. The student learns how to guide individual goal achievement in congruence with current skills. The ultimate goal for the student is to recognize and cultivate individual and group experiences that are characterized by such terms as optimal performance, actualization, effortless awareness, flow, and peak experience.

**PSY 7330 Sport & Performance
Psychology as a Business** 3 credits

This course assists students in developing personal business plans. The curriculum addresses the financial, legal and ethical issues encountered in sport and performance psychology. The course gives the student persuasive arguments to use with clients to prevent their use of licit and illicit drugs and performance enhancing substances, as well as advising clients who have already used illicit substances and how to handle accusations against them for substance use or abuse. Potential career opportunities are identified and compared. The student will prepare a personal resume, market analysis and comprehensive business plan. *This course may not be transferred in.*

PSY 7340 Assessment of Intelligence 3 credits

This course involves the study of the theory and practice of intellectual assessment. The course focuses on how intellectual assessment is used to provide information in educational, psychiatric, industrial, and neurological practice. Primary emphasis is on the Wechsler intelligence assessment instruments. Secondary emphasis is on the Stanford-Binet and Kaufmann Assessment Battery for Children. The student also gains familiarity with numerous intelligence tests and achievement tests used in school and industrial settings and with tests used with non-traditional clients. Prerequisite: PSY 5610 or equivalent.

**PSY 7360 Psychopathology II:
Children & Adolescents** 3 credits

This course focuses on the etiology and diagnosis of child and adolescent psychopathological disorders. Students develop skills in addressing disorders of childhood and adolescence, as well as psychotherapeutic techniques to be employed with children and adolescents with a broad range of psychological problems from stress reactions to psychosis. Treatment modalities include group, family, and individual. The course includes an examination of psychopathology in childhood and adolescence with emphasis on diagnostic classification systems for children, major types of disturbances, assessment techniques, and etiology as related to constitutional, environmental, and familial factors. Benefits and limitations of the diagnostic process are reviewed. *This course may not be transferred in.*

PSY 7402 Advanced Tests & Measurements 3 credits

This course involves the advanced study of the theory and practice of psychological measurement. Students review and apply the concepts of measurement (levels of measurement, variables, and validity and reliability of instruments and measurement procedures), and basic principles of statistics (descriptive statistics, univariate inferential statistics for comparisons of sample means, correlation, and regression), as a basis for exploring the proper use of tests and measurements in psychological research. Students will explore published research based on psychometric instruments and other measurement methodologies, and design a quantitative research proposal in an area of interest, which may include dissertation related research. Prerequisite: ORG 7302. Cross-listed as and equivalent to ORG 7402.

PSY 7415 Advanced Statistics 3 credits

This course emphasizes inferential statistical concepts related to methods most appropriate to data and theories in psychology. The focus is on a quantitative approach to the concepts and methods of

statistical inference. Topics include hypothesis testing, probability, multiple correlation and regression, t-tests, nonparametric tests, Analysis of Variance, Analysis of Covariance, and Multivariate Analysis of Variance. Research design issues are addressed, with a focus on selecting data analysis techniques to appropriately address research questions and apply the concepts covered to various psychological problems and real life situations. Emphasis is on developing skills in interpreting statistical results presented in research articles. Prerequisites: ORG 7302 and ORG 7402. Cross-listed and equivalent to ORG/RES 7415.

PSY 7480 Neuropsychology 3 credits

This course is designed to familiarize the student with language and terms used in neuroanatomy and physiological psychology. The course explores brain-behavior relationships that exist and are diagnostic in the practice of psychology. There is emphasis on the anatomy of the brain and the nervous system. The course also looks at several neurological conditions, including AIDS, Parkinson's disease, and Multiple Sclerosis as well as the psychological and neurological impacts of these diseases. Prerequisite: PSY 5410 or equivalent.

PSY 7490 Integrative Report Writing 2 credits

This course demonstrates essential components that make up report writing commonly used in the field of mental health, including forensic/criminal/custody, school, traditional psychological, neuropsychological, industrial/organization, and other areas. Common structure of various types of reports will be considered, but with attention also given to more focused mental health venues. Common elements in report writing, integrating report writing, treatment plans and progress notes and summaries, evaluation of treatment outcomes, and documentation will be covered. Practice in writing reports will be a vital part of the course as well as review examples of well-constructed reports. Finally, ethical issues of report writing will also be examined. Prerequisites: PSY 7220 and PSY 7340.

PSY 7509 History & Systems of Psychology 3 credits

This course introduces students to the theoretical systems, methods of inquiry, and terminologies associated with the history of psychology. The course is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology. The focus is on the major systems of Associationism, Structuralism, Functionalism, Behaviorism, Gestalt, Psychodynamic, and Existential/Humanistic. Equivalent to ORG 7519. Cross-listed as and equivalent to ORG 7509.

PSY 7510 Biological Bases of Behavior 3 credits

This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions. The course provides an essential knowledge base for most other offerings in the field of psychology. Cross-listed as and equivalent to ORG 7510.

**PSY 7540 Clinical Personality Assessment:
Projective Techniques** 3 credits

This course involves the study of the theory and practice of projective personality assessment and the way in which projective assessment is used to provide information in clinical practice. Primary emphasis is on the Comprehensive System for scoring and interpreting the Rorschach Ink Blot Test. In addition, the student gains familiarity with the Holtzman Inkblot Technique, the Thematic Apperception Test, and projective drawings. Prerequisites: PSY 5610 or equivalents.

PSY 7600 Family Systems 3 credits

This course is an introduction to the systems approach to intervention with families. It includes a historical perspective on family theory development. The focus is on obtaining knowledge and theory about the nuclear family in traditional and alternative forms. Normal family patterns of interaction, family life cycle, family of origin, family subsystems, and societal influence are explored. Contemporary issues

COURSE DESCRIPTIONS

and outcome research literature are reviewed. This course serves as a knowledge base for further study of assessment, treatment, and intervention with families. Cross-listed as and equivalent to ORG 7600.

PSY 7620 Professional Issues in Clinical Psychology 3 credits

This course is focused on the skills necessary to successfully complete a doctoral program in Clinical Psychology and work as a licensed psychologist in Colorado. This includes completing a dissertation, obtaining an internship, completing post-doctoral hours, securing state licensure and gaining professional employment. The student is prepared to become a positive representative of, and contributor to, the mental health professional community. Prerequisite: PSY 5003 and PSY 7640.

PSY 7640 Quantitative Research Design & Methods 3 credits

This course extends a student's knowledge of the principles and procedures involved in complex behavioral sciences research. The goal is to provide the student with an educational experience that allows him or her to become an informed consumer of scholarly psychological research. The course also prepares the student to conduct advanced research. Topics include philosophy of science, advanced research methods, and analysis of variance. Prerequisite: PSY 5400 or equivalent.

PSY 7720 Evidence-Based

Practices in Psychotherapy

1 credit

The recent trend toward empirically -based treatments excludes other, more potent factors responsible for psychotherapy outcome. This course takes a critical look at "business as usual" in mental health, exposes its mythmakers, and translates the latest research findings on what really works in therapy into empirically supported principles for clinical practice. It emphasizes practical skill building over theory by teaching students how to use valid and reliable feedback from clients to deliver effective, efficient, and accountable care.

PSY 7740 Qualitative Research Design & Methods 3 credits

Readings and exercises in this course emphasize design, analysis, and research concepts most appropriate to investigating intangibles and common data in psychological modeling. Techniques of methodological design related to observational, evaluative, systemic, psycho-historical, phenomenological, heuristic, mythic, and case methods are emphasized. Other course topics include data collection, reliability, validity, data summary and analysis, data reporting, influences on response rate, techniques of survey sampling (mail, questionnaire, and telephone surveys), and semi-structured interview schedules. Research issues of protection of human subjects, privacy, and confidentiality are also addressed. Students are supervised and share experiences gained while preparing to develop, administer, and analyze qualitative research projects. Emphasis is placed on the role that qualitative methodologies play in the world of research. Prerequisite: CSL/PSY 5400 or equivalent.

PSY 7870 Substance Abuse & Dependence 3 credits

This course addresses the basic models and theories of substance abuse/chemical dependency; basic psychopathology and psychodynamics of substance abuse/chemical dependency; assessment, diagnosis, and differential diagnosis of substance use disorders (including psychological testing and assessment with the MMPI-2, MAC, AUI, MAST, and others); and treatment models and modalities for substance abusing and chemically dependent clients.

PSY 7880 Psychopharmacology 3 credits

This is a required course which all clinical students must complete at University of the Rockies or through transfer credit. This course includes an examination of basic neurobiology, the brain, CNS, and biologic models of major psychiatric illness. Students examine in-depth the clinical uses, mechanisms of action, therapeutic efficacy, side effects, and other practical and clinical issues associated with psychotropic medications. These medications, designed to treat mental illness, include anti-depressants, mood stabilizers, anti-anxiety agents, and anti-psychotic medications. This course also examines the

match between different clinical subgroups and various psychotropic medications, as well as the complex relationships between substance abusing or chemically dependent patients and psychopharmacologic treatments. Prerequisites: PSY 5410, PSY 5520 and PSY 7480, or equivalents.

PSY 7940 Advanced & Multivariate Statistical Analysis 3 credits

This course builds on the foundation covered in PSY 5400. The focus is on multivariate techniques commonly used in psychological research, such as factorial analysis of variance, analysis of covariance, repeated measures analysis of variance, multivariate analysis of variance, multiple regression, factor analysis, canonical correlation, and other multivariate techniques. The emphasis is skill-building and conceptual understanding, with exposure to a variety of procedures, so students gain a solid understanding of the reasoning/logic behind statistical procedures. Extensive use of statistical software packages (e.g., SPSS, R) will help illustrate techniques and concepts. This course prepares students to analyze and interpret data collected for the dissertation. Prerequisites: PSY 5400.

PSY 7950 Theories & Methods of Supervision & Consultation 3 credits

This course is designed as an interactive experience including a variety of exercises, group discussions, debates, and observations of supervision. The course prepares participants for a variety of therapy settings including private practice, agencies, and academia. The following critical areas of knowledge and skills are addressed: major models of supervision, development of a personal model of supervision, co-evolving therapist-client and supervisor's relationships, issues in supervision, and ethical and legal considerations related to supervision. Students are also acquainted with best practices for consulting in agency settings. Prerequisite: 1 of the Practicum courses must have been taken at University of the Rockies, and students must have done at least one term of Practicum in the Rockies Counseling Center.

PSY 7961-7965 Clinical Practicum 1 credit (each)

Students obtain direct clinical experience during participation in the provision of psychological services. Students provide clinical services in the form of psychotherapy and psychological assessment to a broad range of clients in collaboration with, and under the supervision of, licensed psychologists. Students receive both individual and group supervision from licensed psychologists. This clinical practicum is conducted in the Rockies Counseling Center or at a site approved by the Director of Clinical Training.

PSY 7971-7975 Clinical Practicum 1 credit (each)

Students obtain direct clinical experience during participation in the provision of psychological services. Students provide clinical services in the form of psychotherapy and psychological assessment to a broad range of clients in collaboration with, and under the supervision of, licensed psychologists. Students receive both individual and group supervision from licensed psychologists. This clinical practicum is conducted in the Rockies Counseling Center or at a site approved by the Director of Clinical Training. Prerequisite: PSY 7962-7965

PSY 7981-7985 Clinical Practicum

(100 Hours, 1 Term) 1 credit (each)

Students obtain direct clinical experience during participation in the provision of psychological services. Students provide clinical services in the form of psychotherapy and psychological assessment to a broad range of clients in collaboration with, and under the supervision of, licensed psychologists. Students receive both individual and group supervision from licensed psychologists. This clinical practicum is conducted in the Rockies Counseling Center or at a site approved by the Director of Clinical Training. Prerequisites: PSY 7971-7975 and PSY 7220, PSY 7340 and PSY 7540.

PSY 8110 Neuropsychological Assessment 3 credits

This course focuses on the theory and practice of neuropsychological assessment and how behavior can be measured to provide information regarding brain functioning. Primary emphasis is on

neuropsychological assessment using the Halstead-Reitan and other single or comprehensive batteries. Secondary emphasis is given to instruments used for neuropsychological screening and to illuminate abilities in specific areas of brain functioning. The student learns how these tests are used to provide assessments and recommendations in clinical practice. Prerequisites: PSY 5610, PSY 7340, PSY 7220, PSY 7480, or equivalents.

PSY 8150 Trauma Assessment 3 credits

This course examines the various subjective and objective measures of trauma and victimization. This course is especially useful for those who will be conducting clinical work with traumatized clients. Prerequisites: PSY 5610, PSY 7340, and PSY 7220.

PSY 8160 Forensic Assessment 3 credits

Students examine the forensic application of traditional assessment instruments such as MMPI-II, Rorschach, and MCMI-III. This course also acquaints the student with specific forensic instruments such as the Hare Psychopathy Checklist, Multiphasic Sex Inventory, and risk assessment instruments. Students have the opportunity to administer and interpret a number of forensic measures and apply the results in clinical situations. Prerequisites: PSY 5610, PSY 7340, and PSY 7220.

PSY 8170 Neurofeedback Assessment & Treatment 3 credits

This course introduces the student to converging trends that have influenced the development of applied biofeedback/ psychophysiology. Major antecedents in classical and operant conditioning, psychophysiology, behavioral medicine, and electroencephalography will be examined, as well as the key role that CNS arousal patterns play in the genesis and etiology of various brain-based disorders. The primary focus of the course is on neurofeedback (NF), and offers the student a decidedly hands-on opportunity for learning how to: 1) become a competent NF technician; and 2) gain familiarity with the clinical skills that comprise the basics of choosing NF protocols individually tailored for patients with a variety of medical and psychological maladies.

PSY 8185 Pediatric Neuropsychology 3 credits

This course focuses on the theory and practice of pediatric neuropsychology and its distinctions from adult neuropsychology. Thus, emphasis is given to the unique practical considerations in assessing the child/adolescent, to ensure that data collection is valid and free from unnecessary confounding factors. The student is also exposed to a variety of common neurological conditions such as TBI, sports concussion, Autistic Spectrum, toxic exposure, Reactive Attachment Disorder, etc. In addition, introduction and hands-on practice with the administration, scoring, and interpretation of a thorough pediatric neuropsychological battery is provided. The student furthermore gains supervised experience in writing meaningful clinical reports and with regard to treatment planning. Lastly, practical information on how to provide effective assessment feedback to parents/caretakers is supplied. Prerequisites: PSY 5610, PSY 7340, PSY 7220, and PSY 7480.

PSY 8190 Sport Neuropsychology 3 credits

Sport Neuropsychology covers the application of neuropsychological understanding to the world of sport, with a particular emphasis on concussion assessment and management. Topics will include epidemiology of concussions, on field and post-concussion assessment, concussion management, and counseling issues related to concussions and neuropsychology. Students will develop knowledge and expertise in concussion recognition and management. Prerequisites: PSY 7480 and PSY 8110.

PSY 8310 Correctional Mental Health: Theory & Practice 3 credits

Correctional Mental Health covers the application of mental health theory and practice to jail and prison settings, with a particular emphasis on identifying and treating mental illness for those who are incarcerated. Topics will include legislative and court battles that established correctional mental health, suicide prevention, components

of mental health treatment in correctional systems and facilities, and issues related to the provision of psychotherapy in jails and prisons. Students will develop the knowledge and expertise that will enable them to practice effectively in correctional systems.

PSY 8540 Forensic Psychology 3 credits

This course is designed to acquaint the student with psychological services provided to the criminal and civil justice systems. Emphasis is placed on the role of psychologists in correctional institutions, the assessment of juvenile and adult offenders, consultation with various law enforcement agencies, criminal profiling, and mental health law. Prerequisite: PSY 5280 or equivalent.

PSY 8620 Advanced Seminar in Marriage & Family Therapy 3 credits

This course is for students with significant experience in marriage and family therapy and explores the cutting edge research and theory in the field. Students have the opportunity to build theory and create and develop marriage and family interventions. Prerequisites: PSY 6160, PSY 6600, PSY 8600, and PSY 8610, or equivalents.

PSY 8720 Seminar in Eating Disorders 3 credits

This course provides a survey of the origins and treatment of anorexia nervosa, bulimia nervosa, the proposed category binge eating disorder, and compulsive overeating/obesity. Students gain expertise in assessment procedures, diagnostic considerations, and the latest treatment techniques effective with clients who have severe disturbances in eating behavior. Case studies, role-plays, and independent research prepare students to excel in the treatment of eating disorders. Prerequisites: PSY 7360, PSY 7210 or equivalents.

PSY 8730 Assessment and Treatment of Eating Disorders 3 credits

This course acquaints students with various methods of assessment in eating disorder treatment and allows for practice in their usage. In addition, the course focuses on the mastery of evidence-based treatment, both inpatient and outpatient, in the areas of psycho-education, cognitive-behavioral, interpersonal, self-psychology, feminist, group, family, and self-help. Students have ample opportunity to practice these techniques through readings, class discussion, role-plays, and structured exercises. Prerequisites: PSY 7360, PSY 7210 or equivalents.

PSY 8770 Doctoral Capstone Seminar 4 credits (9 weeks)

This seminar provides students the opportunity to apply what they have learned in their curriculum to highly realistic case studies related to their fields of specialization for the doctorate. Through an asynchronous discussion among students and the instructor, students will review, analyze and evaluate case studies emphasizing the practice of the content in their curriculum. The course will involve the analysis and evaluation of one or more case studies. Students will contemplate complex questions posed by their instructor, reply to those questions, respond to other students' analyses and evaluations, and receive faculty feedback. Each student will submit a final assignment on each case, involving his or her critical thinking on the core issues presented in the case and the presentation and defense of an approach to addressing those core issues. Prerequisite: completion (including approved credits transferred) of all coursework required in the student's doctoral curriculum. Equivalent to and cross-listed with ORG 8770.

PSY 8812 Theory & Practice of Hypnosis and Relaxation Therapy 3 credits

This course introduces the student to the history, theories and practice of hypnosis and related clinical methodologies. Traditional hypnotic, hypnotherapeutic, as well as Ericksonian, psychological and medical approaches are presented.

PSY 8820 Health Psychology 3 credits

This course explores the major theories and techniques of health psychology, behavioral medicine, psychoneuroimmunology, and body-mind approaches to healing and health care. Psychodynamic theories and the theories of Reich and Lowen; biofeedback and behavioral

theories; humanistic, Eastern, and body-mind theories are explored, as well as the works of Borysenko, Ornish, Siegel, and Weil. Current theoretical approaches and research related to the field are explored.

PSY 882I Major Illnesses: Health Psychology's Role 3 credits

Purpose of this course is to familiarize the students with major medical illness, disease progression, and the contribution of life-style to disease etiology, prevention, wellness, and quality of life. Treatment issues are reviewed only by way of illustrating problems of compliance or adherence once an illness is diagnosed and treatment has begun. Case illustrations will be used to describe the health psychology approach to etiology, assessment, treatment planning, treatment tools and modalities, and the multidisciplinary environment that the health psychologist functions within.

PSY 882J Treatment Approaches in Health Psychology 3 credits

This course explores major theories and techniques of health psychology treatment, behavioral medicine, psycho-neuroimmunology, and body-mind approaches to health and health care. Biofeedback, stress management/relaxation training, behavioral management approaches, guided imagery, autogenic phrases/progressive relaxation, hypnosis, meditation / yoga / acupuncture, massage/body work, pain management, flotation REST, spirituality and health, relationship/social support and health, and other related treatment approaches will be explored. The work of health psychology /behavioral medicine professionals such as Neil Miller, Dean Omish, Bernie Siegel, Andrew Weil, and Joan Borysenko along with current theoretical approaches and research related to the field are explored. Prerequisite: PSY 8820.

PSY 882K Medical Ethics in Health Psychology 3 credits

This course is devoted to learning about the practice of psychology in the health care environment dealing with medical illnesses whether integrated or non-integrated. Emphasis is placed on ethical issues in health psychology and behavioral medicine.

PSY 8830 Pain Management I: Overview 3 credits

The purpose of this course is to familiarize students with the major medical illnesses which are accompanied by chronic pain and the contribution of the biopsychosocial model to understanding the phenomena of chronic pain. A major focus of this course is developing an awareness of the phenomenology of chronic pain and the mind-body connection, psychological co-morbidities, the etiology of chronic pain, its prevention, and its impact on the quality of life. Case illustrations will be used to describe medical psychology's approach to assessment, treatment planning, and the treatment of chronic pain. Instructor approval or PSY 8820 is required to take this course. It is also recommended the student have completed PSY 5410 prior to enrolling in this course. A clinical exposure to typical patients will be available at the University of the Rockies Neuropsychology Center or other community settings as part of the student's practicum. Students will be expected to attend Clinical Grand Rounds at the Clinic or Hospital where they are doing their practicum as part of this Advanced Seminar.

PSY 883I Pain Management II: Specialty Concerns 3 credits

This second course, in a series developed in conjunction with the American Academy of Pain Management (AAPM), helps develop a clear understanding of the medical psychologist's role on the chronic pain treatment team. The purpose of this course is to familiarize students with the other major Health Care Professionals (HCP) management of chronic pain. Students will tour other facilities, interact with other HCP's, and discuss these specialists' perceived roles in the management of chronic pain. For example, it is expected students will become familiar with the role of surgery, chiropractic, physical therapy, acupuncture, anesthesiology, and nursing in the management of chronic pain. Students will be taught how to introduce the biopsychosocial model to these specialists to assist them in understanding the phenomena of chronic pain. Students will be expected to become comfortable in interacting with a wide range of medical professionals

and understand the limits and scope of practice of the psychologist in the treatment of chronic pain. Instructor approval or PSY 8820 is required to take this course. It is also recommended the student have completed PSY 5410 prior to enrolling in this course. A clinical exposure to patients will be available at community settings as part of the student's practicum. Students will be expected to attend Clinical Grand Rounds at the Clinic or Hospital where they are doing their practicum as part of this Advanced Seminar.

PSY 8850 Advanced Treatment of Trauma Based Disorders 3 credits

This is largely an experiential course. Students demonstrate competence using innovative treatment methods for clients who present with the symptoms of psychological trauma. The methods include therapeutic breathing, examples from energy psychology (TAT, EFT, TFT), the HeartMath biofeedback procedures, applied kinesiology, and strategies for increasing hemispheric balance. Writing assignments include case notes from client sessions, and logs that describe have self-applied the methods. Prerequisites: PSY 7360, PSY 7210 and PSY 5290.

PSY 886I Treating the Traumatic Origins of Complex Emotional Disorders I (EMDR-II) 3 credits

Students in this course will review the current literature, research, ethics, and practice related to trauma treatment with eye movement desensitization and reprocessing (EMDR). Students will learn and practice EMDR through role plays, and in two or more practicum experiences with real-life problems. Students will demonstrate minimal competence in using EMDR in a therapist role, and will receive treatment in a client role, with a single-incident trauma or disturbing memory. Prerequisites: PSY 7360, PSY 7210 and PSY 5290.

PSY 8880 Treating the Traumatic Origins of Complex Emotional Disorders II (EMDR- II) 3 credits

The course begins with a review of PSY 8861, and of students' experiences in using EMDR with clinical clients. Students will demonstrate minimal competence in using EMDR in a therapist role, and will receive treatment in a client role, with real-life presenting problems. In addition to demonstrating competence in treating traumatic memories and anxiety, students will also be expected to show effective use of EMDR with one or more of the following problems: recent traumatic events, dilemma, phobia, physical pain, cognitive and emotional interferences with achievement, disturbing dreams, and grief. Prerequisite: PSY 8861.

PSY 8910 Dissertation Planning I 1 credit (9 weeks)

In this course students begin the drafting of their dissertation under the supervision of the instructor. Students working individually on their own dissertation drafts focus on the description of their topic, refinement of their research questions, and outlining their review of the literature with feedback and recommendations for revisions from their instructor. (Final approval of these drafts of portions of the dissertation rests with the student's individual dissertation committees, as described in the current University of the Rockies Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after their enrollment and completion of Dissertation Planning I and II.) Prerequisite: Doctoral Capstone Seminar. Cross-listed and equivalent to EDU/HUM/ORG 8910.

PSY 8912 Dissertation Planning II 1 credit (9 weeks)

In this course students continue the drafting of their dissertation begun in Dissertation Planning I under the supervision of the instructor. Students working individually on their own dissertation drafts focus on further refinement of the description of their topic, the final draft wording of their research questions, and beginning to write their review of the literature and research methodology with feedback and recommendations for revisions from their instructor. Students will exchange research concepts and proposed approaches about their

research methodology with other students proposing similar methods (qualitative, quantitative, mixed, etc.). (Final approval of these drafts of portions of the dissertation rests with the student's individual dissertation committees, as described in the current University of the Rockies Dissertation Handbook, as revised from time to time. Following the procedures outlined in the Handbook, students may form their committees before, during or after their enrollment and completion of Dissertation Planning I and II.) Prerequisite: completion of all required coursework and Dissertation Planning I. Cross-listed and equivalent to EDU/HUM/ORG 8912.

PSY 8951, 8952, & 8953

Independent Studies

1 to 3 credits each

Independent studies are options for students who would like to pursue further study in an area of psychology not offered in the curriculum. Students enrolled in Independent Study receive instruction from a faculty member who is qualified in the specific area of choice. Students are limited to three independent studies during the program.

PSY 8980 Pre-Doctoral Internship

(1500 Hours; 1 credit per term, 5 terms)

1 credit

The Internship year provides students with an intensive clinical experience building upon coursework, Practicum experiences, and supervision skills obtained during the first three years of coursework. Through their own investigation and with the assistance of the Internship Director at University of the Rockies, students obtain approved Internship sites either locally or at a distance to provide them with an opportunity to exercise clinical skills in their area of specialization or in general psychotherapy. Students are immersed during the Internship experience in a clinical setting that allows them to work full time in the field of psychology and therefore prepares them for a career in psychology. Students may refer to the Internship Handbook for detailed information regarding Internship requirements. All Internships must meet APPIC requirements. Prerequisites: 15 hours of Clinical Practicum and Passing of Doctoral Comprehensive Examination.

PSY 8990 Dissertation (1 credit per term, 5 terms)

1 credit

Students writing a dissertation must complete a total of 5 credits by registering for five consecutive terms of dissertation credit, one credit per term. Dissertations are written per the policies, practices and procedures in the Dissertation Handbook. Clinical program students register for dissertation after they complete PSY 7620, Professional Issues in Clinical Psychology.

PSY 8991 Dissertation Extension

1 credit

When Dissertation extends beyond 5 credit hours or one year in length, students must register in Dissertation Extension consecutively until the Dissertation is complete.

RES Research

RES 5240 Research Methods

3 credits

This course involves the study of research design, and the quantitative and qualitative methods that can be used in addressing research questions. Students will be introduced to social scientific inquiry and the research design process, as well as some of the most common quantitative and qualitative research methodologies. Through the process of critiquing research articles, students will learn how to determine the appropriate use of research design, recognize errors and biases in conducting research, and communicate the methods and results of particular studies. Equivalent to HUM 6405. Cross-listed and equivalent to ORG/PSY 6405.

RES 7400 Research Design & Methods

Quantitative

3 credits

This course involves the advanced study of research design, and the quantitative methods that can be used in addressing research questions. Students will gain experience developing their own research ideas and learning how to select and apply appropriate research designs to test those ideas. Through the process of critiquing research articles,

students will also learn how to evaluate which research designs would be appropriate to test various areas of inquiry, as well as how to communicate the methods and results of particular quantitative studies. Students will be required to complete a training on ethics in research, as well as complete a quantitative research proposal in an area of interest, which may include dissertation related research. Cross-listed and equivalent to ORG 7400.

RES 7410 Research Design & Methods

– Qualitative

3 credits

This course involves the advanced study of research design, in general, and the qualitative inquiry, in particular, that can be used in addressing research questions. The epistemological assumptions underlying the qualitative methodology will be explored as students become familiar with the philosophical issues underlying how we know what we know. The ability to choose a researchable topic and create associated research questions will be emphasized. Students will become familiar with a variety of approaches including ethnography, grounded theory, phenomenology, narrative, participatory action research, and case study. A variety of common data collection methods will be studied, such as observation, interviews, surveys, and historical document collection. Validation and reliability standards, as well as evaluation criteria for qualitative approaches will be addressed. Students will be required to complete training on ethics in research, as well as complete a qualitative research proposal in an area of interest, which may include dissertation related research. Cross-listed and equivalent to ORG 7410.

RES 7415 Advanced Statistics

3 credits

This course emphasizes inferential statistical concepts related to methods most appropriate to data and theories. The focus is on a quantitative approach to the concepts and methods of statistical inference. Topics include hypothesis testing, probability, multiple correlation and regression, t-tests, Analysis of Variance, Analysis of Covariance, and Multivariate Analysis of Variance, and nonparametric tests. Research design issues are addressed, with a focus on selecting data analysis techniques to appropriately address research questions and apply the concepts covered to various research problems and real life situations. Emphasis is on developing skills for interpreting statistical results presented in scholarly research articles. Prerequisite for PhD: RES 7410. Additional prerequisite for PhD ODL: ORG7402. Prerequisite for PsyD: ORG 7402. Cross-listed and equivalent to ORG/ PSY 7415.

RES 7420 Advanced Study in

Mixed Research Methods

3 credits

Students with an interest in mixed methodology or with a desire to utilize this methodology for their respective doctoral dissertation will be given the opportunity to greatly expand their knowledge base on both qualitative and quantitative methodology and ultimately, the juxtaposition of the two into one project. Students may elect to begin working on a preliminary proposal for their doctoral dissertation (or select and explore a topic of interest that may become the dissertation topic) for the culminating project in this course. Prerequisite: RES 7400 and RES 7410.

RES 7430 Action Research

3 credits

Action research is a reflective process of collaborative, participatory problem solving. This course addresses the processes and procedures for conducting action research, as well as how to develop an action research plan. Students will attain a conceptual and applied understanding of action research methods and the skills to use these methods to transform an organization through data driven decision making. Students will be able to critically analyze and design action research projects, collect and analyze data, interpret results, and articulate action research principles as a leader in relevant contexts. Prerequisite: RES 7400 and RES 7410.

COURSE DESCRIPTIONS

RES 7440 Advanced Study in Qualitative Research 3 credits

Students with interest in qualitative research, or with a desire to utilize this methodology for their respective doctoral dissertation, will be given an opportunity to greatly expand their existing knowledge base on qualitative research methodology. Students may elect to begin working on a preliminary proposal for their doctoral dissertation (or select and explore a topic of interest that may become the dissertation topic) for the culminating project in this course. Prerequisite: RES 7400 and RES 7410.

Section Eleven



Governance

This section provides background and credentials for the University of the Rockies Board of Trustees. University Administration, including the Rockies Counseling Center, is also listed here.

Board of Trustees

Donald M. Bird, PhD (Chair)

Dr. Donald Bird was a member of the Colorado School of Professional Psychology's (COSPP) Board of Directors from 2001 and has chaired the Board since December 2002. Bridgepoint Education, Inc. acquired COSPP in September 2007 and renamed it University of the Rockies. Dr. Bird's PhD in Chemistry is from the University of Colorado, and for many years he has served as a chemistry professor at the US Air Force Academy. A retired Air Force Lieutenant Colonel, Dr. Bird is also Chair of the Board of the Air Academy Federal Credit Union, and he is active in many civic and social organizations in the Pikes Peak Region. Among his notable accomplishments, Dr. Bird is a long time Consultant-Evaluator for The Higher Learning Commission of the North Central Association.

Charlita L. Shelton, PhD

Dr. Charlita Shelton's professional experience spans 25 years in higher education. She spent a number of years at one of the largest private universities in the country serving in such roles as Director of Academic Affairs, Regional Director of Academic Affairs, Associate Vice President for Campus Academic Affairs, and Organizational Diversity Officer. Throughout Dr. Shelton's career, she has received many accolades. In 2007, she was selected by the Arizona Society of Human Resource Management as "Diversity Champion" for the state of Arizona. In 2010, Dr. Shelton received national recognition as Diversity Champion of the Year, an award that was sponsored by Diversity Business.Com. In addition, Profiles in Diversity Journal has named Dr. Shelton as a WomenWorthWatching®. Dr. Shelton holds a Bachelor's degree in Communications from Western Michigan University, a Master's degree in Educational Administration from National University, and both a Master's degree and a PhD in Human Development from Fielding Graduate University.

Carolyn L. Baker, MA

Carolyn Baker joined the board in January 2014. Carolyn recently retired from Federal Service and now works as a consultant. She has over 30 years of senior management experience at military installations, major commands, and Department of Defense levels of operation. She has worked in the Pentagon, Army major commands headquarters, and on military installations in the United States and overseas. Prior to retirement she was the Chief of Voluntary Education Programs for the Defense Department, with responsibilities including the management, planning, direction and policy implementation for adult, non-traditional, voluntary higher education programs, and military tuition assistance program for military members and their spouses. Additionally, she chaired and served on numerous government interagencies, (Veterans Affairs, Department of Education, Defense and Justice) professional steering committees, and task forces on military education programs and services. She has also worked with presidential and congressional staff on issues related to military voluntary education, distance learning, and transition assistance programs. She earned her undergraduate degree from the University of Hawaii, and her Master's in Guidance and Counseling from Troy State University, Alabama.

Deborah Blue, PhD

Dr. Deborah Blue joined the board in January 2009. Dr. Blue's career in K-12 and higher education spans over 30 years. Dr. Blue currently serves as Chancellor for State Center Community College District (SCCCD). She has served in educational administrative roles in a number of community college districts in the Northern California region. In addition, Dr. Blue was the Vice President of Policy and Research for the Accrediting Commission for Junior Colleges, Western Association of Schools and Colleges. Currently, Dr. Blue serves as Chancellor for State Center Community College District (SCCCD). She has presented in the area of community college accreditation and is also a published author in higher education. Dr. Blue holds a Bachelor's degree in Speech Pathology and Audiology from Western Michigan University, and a Master's and PhD in Speech and Hearing Sciences.

Jeff Jensen, BA

Jeff Jensen joined the board in September 2007. Jeff Jensen is a Realtor and the former owner and broker of a three-office residential real estate firm called Windermere real estate with over 120 agents. In July of 2012 he sold his interest in the company to his partners to enjoy more quality time with his two daughters and to pursue other interests. Jeff has been in Real Estate for over twenty years and an owner for the last ten. His holdings also included three mortgage companies and a title business in Tacoma, Washington. Jensen continues to work as a consultant, realtor, developer, and participates actively in real estate in a multitude of other ways. Prior to real estate, Mr. Jensen worked for a regional office-interiors firm specializing in space planning, interior design, sales of systems, case goods, and high-end custom-built furniture. A native of Tacoma-Pierce County, Washington, Mr. Jensen graduated from the University of Puget Sound with a Bachelor of Arts in English, with a Business Minor.

Eric Lee, PhD

Dr. Eric Lee joined the board in March 2011. Dr. Lee currently serves as the Executive Director of the Colorado Community College Online. Prior to joining the Colorado Community College System, Dr. Lee served as the President and CEO of the Colorado Black Chamber of Commerce from 2009-2013. Dr. Lee's higher education experience includes serving as Assistant to the President at Suffolk University, where he was a member of the President's Executive Cabinet. Lee worked with the President and Provost on matters related to institutional research, information technology, strategic planning, and institutional diversity. He also taught in the Sawyer Business School and the College of Arts & Sciences. Dr. Lee earned his Bachelor of Science and Master's degree from Wayne State College (NE) and his PhD from the University of Nebraska.

Michael Magowan, BS

Michael Magowan joined the board in October 2013. Since 2001, Mr. Magowan has been involved in financial oversight with post-secondary institutions. Mr. Magowan is a consultant to National Louis University in Chicago. Currently, he is serving as the Interim Director at the Tampa campus of National Louis University where he oversees all operations. Previously, he served as Senior Analyst for Argosy University in Sarasota, Florida and eventually as their Director of Administrative and Financial Services. Mr. Magowan also operates a small accounting practice with clients in Florida and New York. Mr. Magowan is a native of New York. He earned a Bachelor's in Accounting from Long Island University at C.W.

Post's School of Professional Accountancy. He brings over 35 years of financial and managerial experience to the Board.

David C. Paris, PhD

Dr. David C. Paris joined the board in October 2013. He is Vice President for Integrative Liberal Learning and the Global Commons at the Association of American Colleges and Universities. Dr. Paris oversees programs on curricular development and global learning. From 2009-2013, he was the Executive Director of the New Leadership Alliance for Student Learning and Accountability, which sought to create shared norms for assessing student learning and to establish improved practices for assessment and accountability throughout American higher education. Prior to that he was a Professor of Government and Dean of the Faculty at Hamilton College in Clinton, New York. His scholarly work includes articles and books on education policy, political thought, and democratic theory. Dr. Paris received his MA and PhD from Syracuse University.

Administration

President and CEO

Charlita Shelton, PhD

Provost

Tina Parscal, PhD

Vice Provost

Amy Kahn, PhD

Vice President, Institutional Planning and Effectiveness, Chief of Staff

George Lucas, DBA

Vice President of Operations

Adam Forrest, MA

Vice President of Finance

Christopher Jackson, BSB, IS

Associate Vice President of Finance

Heather Roberts, BA, CPA

Associate Vice President of Financial Aid and Compliance

Jami Fleming, MBA

Dean, School of Organizational Leadership

Douglas Gilbert, DBA, JD

Dean, School of Professional Psychology

David Stephens, PsyD

Interim Dean, School of Social, Human, and Educational Development

Robert Edelbrock, EdD

Interim Dean of Research

Dianne L. Lefly, PhD

University Registrar

Katina Jordan, MA

Director of Diversity

Francesca Galarraga, MA

Director of Institutional Research

Kimberly Thompson, MA

Director of Student Services

Arron M. Lico, MBA

Director of Student Affairs

Terence Brennan, MA

Director of Financial Services

Jamie M. Esquibel, MA

Director of Admissions

Courtney Gibbs, BS

Rockies Counseling Center

Director of Behavioral Health

Marian Edelbrock, PhD

Director of Clinical Training

Mary (Marie) Haney, PsyD

Graduate Student Association Representation

Students participate in the life and direction of University of the Rockies through membership in the University of the Rockies Graduate Student Association. The University of the Rockies Graduate Student Association develops its own bylaws, subject to the approval of the Director of Student Affairs.

Section Twelve



Faculty

The faculty of University of the Rockies are dedicated to ensuring the integrity of our graduate programs. You'll find that University of the Rockies faculty members are well educated, highly credentialed, and committed to involvement in the professional community through writings, publications, and presentations. Your faculty members all have earned doctorates and have recent experience practicing what they teach. At University of the Rockies, both the theory and its practical application are taught. Your instructors will enliven your discussions and enhance your feedback with real-world lessons from their workplace experience.

Core/Ranked Faculty

The Core/Ranked Faculty form the academic foundation of University of the Rockies. Its members design and recommend course curriculum, provide instruction in the classroom and advise, mentor, and supervise students in the Doctor of Philosophy, Doctor of Psychology, and Master of Arts programs. Members of the Core/Ranked Faculty are practicing professionals in the fields of psychology, mental health, organizational leadership, education, human services, consulting, business, or research. All Core/Ranked Faculty members hold earned Doctorates. Most have taught at the graduate level for many years, and all hold professional licensure, certification or memberships in professional organizations appropriate to their disciplines.

Allen E. Cornelius

Education: BA, Franklin and Marshall College; M-Forensic Sciences, George Washington University; MA, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill.

Professional: Member, American Psychological Association.

Specializations: Research Methods, Statistics, Counseling, Sport Psychology, Youth Development through Sport.

Robert “Bob” Edelbrock

Education: BA, National University; MS, National University; EdD, United States International University.

Professional: Member, American Association for Higher Education; American Council on Education; American Society for Training and Development; International Council for Open and Distance Education; The Retired Officers Association; Golden Key Honor Society.

Specializations: Learning Theory; Educational Leadership; Instructional Technology; Distance Learning; Online Teaching and Learning; Career and Human Development; Higher Education Accreditation; Instructional Systems Design; Financial Management; Cognition, Learning and Assessment; Information Systems in Education; Faculty Development.

Marilynn Force

Education: BS, Regis University; MBA, Regis University; PhD, Capella University.

Professional: Member, Professional Organizational Development Network; International Society for the Scholarship of Teaching & Learning; American Association for Higher Education; Digital Commons; Member, Institute for Learning Styles; Higher Education in Teaching and Learning; Faculty Trainer, Colorado Veteran Incubator; Board Member, Denver Metro Chamber Small Business Development Board, and Entrepreneurship Faculty Lead, Jesuit Commons.

Specializations: Innovation, Entrepreneurship, Teaching and Learning, Organizational change, PTSD in the classroom, and critical thinking environments.

Julie Frese

Education: BS & MS, University of Wisconsin-Madison; MA, Regis University; PhD, University of Denver.

Professional: Member, Phi Delta Kappa, WICHE Cooperative for Educational Technologies, Association for Supervision and Curriculum Development.

Specializations: Curriculum, Instruction, and Assessment; Curriculum Leadership; Instructional Technology; Literacy; Special Education; K-12 Education; Instructional Design

Camea Gagliardi-Blea

Education: BA, University of Colorado; MEd, Arizona State University; PhD, Arizona State University.

Professional: Member, American Psychological Association; Member, National Education Association; Member, Text and Academic Authors Association; Fellow, Foundation for Excellence in College Teaching; Grant-funded research.

Specializations: Cognitive Behavioral Therapy; Adolescent Psychology; Neuropsychology.

Doug Gilbert

Education: BS, Southwestern College (Valedictorian), JD, University of Iowa (with distinction), MBA, IMD / Université de Genève, Switzerland (with distinction), DBA, University of Phoenix.

Professional: Admitted to the practice of law—Iowa (inactive), Nebraska (inactive), Arizona (inactive), and Colorado (active). Member, Academy of Management; Member, Western Academy of Management; Site Evaluator, Accreditation Council for Business Schools and Programs; Site Examiner, Rocky Mountain Performance Excellence (state Baldrige program); Member, American Society for Training and Development (ASTD).

Specializations: Management Education, International Management, Entrepreneurship, Strategy, and Marketing.

Paige Graham

Education: BA, University of Tennessee, Knoxville; MA, George Mason University; PhD, George Mason University;

Professional: Member, Society for Industrial and Organizational Psychology (SIOP); Member, Society of Consulting Psychology, Division 13, of American Psychological Association (APA); Member, American Society for Training and Development (ASTD).

Specializations: Leadership Development, Executive Coaching, Assessments for Selection and Development, Training.

Gina Hernez-Broome

Education: BA, University of Colorado at Colorado Springs; MS, Colorado State University; PhD, Colorado State University.

Professional: Society for Industrial and Organizational Psychology (SIOP); American Evaluation Association (AEA); American Psychological Association (APA); Society for Human Resource Professionals (SHRM); American Society for Training and Development (ASTD); International Coaching Federation (ICF).

Specializations: Industrial/Organizational Psychology; Evaluation, Testing, Research, and Measurement; Executive Coaching; Leadership Development, Human Resources; and Instructional Systems Design.

Amy Kahn

Education: BA, Clark University; MBA, Thunderbird School of International Management; MA & PhD, Fielding Graduate University.

Professional: Mi Casa Resources Center (Board Member); Society for Human Resources Management, Organizational Development Network.

Specializations: Diversity Management; Organizational Systems; Organizational Development; Organizational Leadership; Educational Leadership; International Leadership; Distance Learning.

Dianne L. Lefty

Education: BA, University of Northern Colorado; MA, University of Colorado, Denver; PhD, University of Denver.

Professional: Member, American Educational Research Association (AERA); Member, American Evaluation Association (AEA); Member, National Council on Measurement in Education (NCME).

Specializations: Research Methodology, Statistics, Psychometrics, Child Development, College Remediation, English Learners, and processes underlying reading skill in normally and abnormally developing readers.

Gary Mears

Education: BS, Texas A & M University; MS, Texas Christian University; PhD, University of Northern Colorado; PsyD, Forest Institute; MS (Pharmacology), California School of Professional Psychology.

Professional: Diplomate, American Board of Professional Neuropsychology (ABPN) (Board Certified Neuropsychologist); Colorado Licensed Psychologist; Texas Licensed Psychologist; Missouri Licensed Psychologist; Texas Psychological Association; Missouri Psychological Association; Member, American College of Professional Neuropsychology; Member, National Academy of Neuropsychology; Member, American Psychological Association; Member, Psychological Society of the Pikes Peak Region. Private Practice, Professional Forensic Evaluations.

Specializations: Forensic Neuropsychology; Assessment of Competency of Criminal Defendants; Psychopharmacology.

Deborah Pardee

Education: BS, State University of New York-Corlund; MSW, University of Kentucky; PhD, Northern Arizona University.

Professional: Arizona Licensed Psychologist; Colorado Licensed Clinical Social Worker;

Specializations: Professional Counseling; Employee Assistance; Clinical Supervision.

Tina Parscal

Education: BA, Regis University; MSS, University of Colorado, Denver; PhD, Capella University.

Professional: Executive Editor, Journal of Psychology Issues in Organizational Cultures; Executive Editor, University of the Rockies Press; Member, Association for the Advancement of Computing in Education; Charter Member, Association of Chief Academic Officers; and Member, Professional and Organizational Development Network.

Specializations: Educational Leadership, Curriculum and Instructional Design, Cognitive Apprenticeship, Higher Education Administration, Accreditation, Online and Distance Learning, Faculty Development and Instructional Innovation.

Nicole J. Peak

Education: BS, Cornell University; MA, Case Western Reserve University; PhD, Case Western Reserve University.

Professional: Colorado Licensed Psychologist; Editorial Board Member, Journal of Contemporary Psychotherapy; Member, American Psychological Association; Member, Academy for Eating Disorders.

Specializations: Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Eating Disorders, Depression and Suicide.

Peter K. Pintus

Education: BA, Iowa State University; MS, Texas A&M at Commerce; PhD, University of Colorado at Denver.

Professional: Member, American Society for Training and Development; Member, Society for Human Resource Management, Member, Association of Leadership Educators; Society of Consulting Psychologists; Society of Industrial and Organizational Psychologists; Academy of International Business; Society for the Psychology of Religion and Spirituality; Institute for Life Coach Training; Certified in Myers-Briggs Type Indicator; Social Styles; Denison Leadership and Cultural Survey; Pro-Scan/Team Scan (PDP-Professional DynaMetric Programs); Firo-B; Emotional Intelligence - EQi (Individual and Team).

Specializations: Leadership and Management Assessment and Development; Organizational Assessment and Development; Executive Coaching; Human Resources; Talent Management, Retention and Engagement: Organizational and Leadership Deep Change.

Charlita L. Shelton

Education: BS, Western Michigan University; MS, National University; MS, Fielding Graduate University; PhD, Fielding Graduate University.

Professional: Executive Editor, Journal of Psychological Issues in Organizational Culture; Member, Society for Human Resource Management; Member, Executive Women International; Member, Soroptomist International – La Mesa.

Specializations: Human Development, Issues in Human Diversity, Diversity in Organizational Leadership, and Structural Inequality and Diversity.

Ronald L. Smith

Education: BLS, Bowling Green State University; MRC, Bowling Green State University; PhD, University of Toledo.

Professional: Colorado Licensed Psychologist; Ohio Licensed Psychologist; Ohio Licensed Professional Counselor; Listed, National Registry of Health Service Providers in Psychology; Member, American Psychological Association; Clinical Member, American Association for Marriage and Family Therapy; Member, Psychological Society of the Pikes Peak Region; Certificate of Professional Qualification in Psychology.

Specializations: Counseling/Psychotherapy, Family Violence, Health Psychology, Marriage and Family Therapy, Ethics, Social Psychology/Criminal Justice, and Diversity.

David C. Solly

Education: BA, West Virginia University; MA, Radford University; CAGS, EdD, Virginia Tech.

Professional: Licensed Psychologist, Colorado, North Carolina; Nationally Certified School Psychologist; Member, American Psychological Association; Member, Phi Kappa Phi; Member, The Global Consulting Partnership; Founder and Senior Executive Consultant, Peak Organomics.

Specializations: Psychological Assessment and Psychometrics; Industrial-Organizational Psychology; Business and Career Consulting; Employee Selection; Leadership Development; Organizational Change Management; Strategic Talent Management; Organizational Climate and Job Satisfaction; Human Growth and Development; Career Development and Career Management; and Psychological Issues in the Workplace.

David J. Stephens

Education: BS, John Brown University; MA, Denver Seminary; PsyD, University of Denver.

Professional: Colorado Licensed Psychologist; Wyoming Licensed Psychologist; Member, American Psychological Association; Member, International Association of Correctional and Forensic Psychology.

Specializations: Co-Occurring Disorders, Correctional Mental Health, Criminal Justice, Mental Health and Healthcare Administration, Substance Abuse, Neuropsychology, Traumatic Brain Injury, Forensic Psychology, Grant Writing.

George D. Thomson

Education: BA, Wheaton College; MS, Indiana University; EdD, Western Michigan University.

Professional: Colorado Licensed Psychologist; North Carolina Licensed Psychologist; Member, American Psychological Association; Member, American Society for Training and Development; Member, Society for Industrial and Organizational Psychology. Certified in the following: Myers Briggs Indicator, Change Style Indicator, Firo-B, Reina Trust Inventory, Work Place Big Five, Social Styles, Benchmarks, 360 by Design.

Specializations: Leadership and Management Development; Organizational Development; Executive Coaching; Human Resources; Industrial/Organizational Psychology; and Assessment and Selection.

H. Luis Vargas

Education: BA, Bethel College; MA, Bethel University; PhD, Loma Linda University.

Professional: Licensed Clinical Fellow and Approved Supervisor, American Association for Marriage and Family Therapists (AAMFT).

Specializations: Marital and Family Therapy, Supervision.

Ian Wickramasekera II

Education: BS, University of Illinois; PsyD, Illinois School of Professional Psychology.

Professional: Member, American Psychological Association; Member, Society of Psychological Hypnosis; Member, Society for Humanistic Psychology

Specializations: Consciousness Studies, Empathy, Health Psychology, Humanistic Psychology, Hypnosis, Meditation, Pain Management, Psychophysiology, Spirituality, Sport Psychology, and Transpersonal Psychotherapy.

Associate Core Faculty

Associate Core Faculty are appointed from among Adjunct Faculty who have taught with high degrees of success online, on campus, or both, and provide important supplemental support to the University's programs and to the Core Faculty. In addition to their teaching duties, Associate Core Faculty serve as content area coordinators, peer reviewers, new faculty mentors, student mentors, doctoral dissertation committee members, academic governance committee members, clinical supervisors of students in practica and internships (for licensure track programs) and are voting members of School Faculty Councils. Associate Core Faculty members, like Core/Ranked Faculty, play significant roles in course, curriculum and program development and governance, supporting the achievement, assessment and improvement of student learning, and advancing the scholarship of the University.

Denise Antoon

Education: BA, University of North Carolina; MS, Capella University; JD, McGeorge School of Law.

Professional: Member, California Association of Licensed Investigators; Member, American Society of Trial Consultants; Member, National Criminal Justice Association; Member, American Psychology and Law Society; Member, American Judicature Society; Member, Association for Criminal Justice Research; Member, Society for Human Resource Management, Member, Ladies Who Launch.

Specializations: Criminal Justice, Professional and Business Ethics, Conflict Resolution, Forensic Research, Legal Investigations and Research, Mediation and Jury Research.

Kristin Ballard

Education: BA, University of Maryland; PhD, Capella University.

Professional: American Psychological Association; Society for Military Psychology; Sigma Mu Psychology Honor Society.

Specializations: Human Services: Lifespan Development; Qualitative Research; Non-Traditional Student Development; Social Psychology; Development and Learning.

Justin Carter

Education: BA, University of Akron; MA, University of Phoenix; PhD, Capella University.

Professional: Over 10 years experience in administration of higher education. Currently serves as the Associate Vice-President for Student Life at a South Carolina university; Member, Cambridge's Who's Who Professional Network, Member, Student Affairs Administrators in Higher Education (NASPA), Member, Association of Student Conduct Administration.

Specializations: Educational Leadership, Research, Statistics.

Jim Castleberry

Education: BS, University of Wisconsin; MS, Minnesota State University; PhD, Cappella University; JD, William Mitchell College of Law.

Professional: American Bar Association Alternative Dispute Resolution Section, member; Arizona Bar Association, member; Maricopa County Bar Association, member; Veterans Administration Community Advisory Board, member; Naval Academy Information Officer Program, reserve officer;

US Department of Agriculture, mediator; Mental Health Commitment Hearings, hearing officer; consultant and pro bono counsel to the regional housing coalition; 20 years experience in labor law, regulatory law, and administrative law; served as a legal officer (JAG) for the Coast Guard.

Specializations: Human Services Administration, Crisis Intervention, Social Problems, Criminology, Ethics and Law, Alternative Dispute Resolution.

Ronald J. Curtis, Jr.

Education: BSM International College, Fort Myers, Florida; MPA, Florida Gulf Coast University, Fort Myers, Florida; EdD, Nova Southeastern University, Davie, Florida; Certified law enforcement officer in the State of Michigan; Certified correctional officer in the State of Florida; Certified law enforcement officer in the State of Florida.

Professional: 29 year law enforcement veteran, who has served with the Arenac County Michigan Sheriff's Office, the Sarasota County Florida Sheriff's Office; Currently a captain with the Lee County Florida Sheriff's Office commanding the Eastern District.

Specializations: all aspects of criminal investigation, crime scene investigation, correctional operations, organizational leadership and behavior, conflict resolution. Research interests include organizational development and behavior, higher education and its relationship to law enforcement officer misconduct, and use of psychological autopsy in death investigation.

Deborah Elliott-DeSorbo

Education: BS, Rutgers College; M.Phil, George Washington University; Ph.D., George Washington University.

Professional: Colorado Licensed Psychologist; Past President, Psychological Society of the Pikes Peak Region; Member, American Psychological Association. Former Air Force Psychologist.

Specializations: Health Psychology, Military Psychology, Trauma, GLBT.

Andrea Goldstein

Education: BA Florida Atlantic University; MS Nova Southeastern University; MS Miami Institute of Psychology; PsyD Miami Institute of Psychology; Certification in Education Florida Atlantic University.

Professional: Member, American Psychological Association

Specializations: Mediation and Conflict Resolution, Forensic Psychology, Neuro-Psychology, Developmental Psychology, Criminal Justice, Student Success.

Amy Hakim

Education: BA, Florida International University; MS, PhD, Florida International University.

Professional: Member, Society of Industrial-Organizational Psychology; Member, American Psychological Association.

Specializations: Business Psychology, Organizational Leadership, and Organizational Consulting.

Eric Muenks

Education: BA, Stetson University University; MS, Troy State University; PhD, Capella University.

Professional: Licensed Mental Health Counselor, State of Florida.

Specializations: Counseling and Human Development, Mental Health Administration, Executive Coaching, Performance Enhancement and Motivation, Health and Wellness, Non-traditional Student Development, LGBT Issues.

Rena Palloff

Education: BA, University of Wisconsin-Madison; MSW, University of Wisconsin-Milwaukee; MA, Organizational Development, Fielding Graduate University; PhD, Human and Organizational Systems, Fielding Graduate University.

Professional: State of California, Licensed Clinical Social Worker; Member, Sloan-C; Member, Advisory Board, Distance Teaching and Learning Conference, Madison, WI.

Specializations: Distance Learning; Online Teaching and Learning; Online Community Building; Assessment; Educational Technology; Learning Theory; Faculty/Professional Development; Organizational Development; Group Process; Substance Abuse and Addiction; Action Research; Qualitative Research.

Georgia Pappas

Education: BS, University of Wyoming; MS, Regis University; MA & PhD, Fielding Graduate University.

Professional: International Leadership Association.

Specializations: Leader Development, Curriculum Development, Non-profit Management, Executive Coaching, Adult Human Development, Facilitation, Qualitative Research.

Debora Scheffel

Education: BA, Bob Jones University (with honors), MA, University of Denver; PhD, Northwestern University.

Professional: Elected Official, Colorado State Board of Education, 6th Congressional District Seat (R); Special Assistant to the Colorado Commissioner of Education; Director, Competitive Grants and Awards/Literacy Grants and Initiatives, Colorado Department of Education; Director of Academic Assessment, University of Northern Colorado; Special Education Due Process Hearing Officer, Kansas; Board, The Book Trust; Invited Reviewer, Journal of Research in Childhood Education; Advisory Board, Global Media Journal; Editorial Board, Colorado Reading Council Journal; Editorial Board, Journal of the First-Year Experience and Students in Transition; Editorial Board, Learning Disabilities Research in Practice; Member, International Dyslexia Society, International Neuropsychological Society, Council for Exceptional Children; post-doctoral fellow, University of California, San Diego, Laboratory for Comparative Human Cognition; visiting scholar, United States Air Force Academy.

Specializations: Education Policy and Reform; Literacy/Oral Language Disabilities; Higher Education Accreditation; Neuropsychology; Education Leadership Development and Training; Higher Education and Cognitive Assessment; Research Design and Evaluation.

Irene F. Stein

Education: BA, Bucknell University; MS, Virginia Polytechnic Institute; MA, Colorado State University, PhD, Fielding Graduate University.

Professional: Board Member, Graduate School Alliance for Executive Coaching (GSAEC); Host, International Coach Federation (ICF) Research Community of Practice; Member, International Coaching Federation; Member, Institute of Coaching Professionals Association; Editorial Board, Coaching: An International Journal of Theory, Research and Practice; Certified Hudson Institute Coach.

Specializations: Coaching, Coaching Research, Communication, Organizational Leadership, Adult Development, Transformational Learning, Qualitative Research.

Distinguished Visiting Faculty

A variety of distinguished academicians from the fields of psychology, medicine, and human sciences participate in the academic life of University of the Rockies. These persons teach courses, provide lectures, and offer supervision of psychotherapy.

The following are Distinguished Visiting Faculty of University of the Rockies:

David Campbell, PhD, PsyD

William Glasser, MD

Robert Hare, MD

Stanley Krippner, PhD

Ed Mendelowitz, PhD

Paul Nelson, PhD, PsyD

Jerome Sattler, PhD

Kirk Schneider, PhD

Bruce Wampold, PhD

Danny Wedding, PhD

University of the Rockies provides an online version of this printed Academic Catalog. The Online Academic Catalog is an up-to-date, live version of this printed Academic Catalog, and includes all published Catalog Supplement updates. The Academic Catalog and Catalog Supplement are provided as PDF (Adobe® portable document format) files at www.rockies.edu/catalog-download and include effective publication dates and dates for policy and program changes. Due to expected, periodic updates to this printed Academic Catalog, please use the Online Academic Catalog at www.rockies.edu/catalog to access the most current policies, procedures, programs, and course information.