# Table of Contents

**Table of Contents** ............................................................................................................................... ii

**Introduction** ......................................................................................................................................... 1

- Physical Facilities ................................................................................................................................. 1
- TUI Mission ............................................................................................................................................... 1

**Policies and Procedures** ...................................................................................................................... 2

- Academic Freedom .............................................................................................................................. 2
- Academic Integrity ................................................................................................................................. 2
- To Avoid Plagiarism ............................................................................................................................... 3
- Procedure for Reporting and Resolving Charges of Plagiarism .............................................................. 3
- Right of Appeal ......................................................................................................................................... 4
- Academic Participation and Substantive Interaction ............................................................................... 4
- Accreditation ........................................................................................................................................... 5
- State Authorization ................................................................................................................................. 5
- Admissions ............................................................................................................................................... 5
- Admission Requirements ......................................................................................................................... 6
- English Proficiency ............................................................................................................................... 8
- International Transcripts ......................................................................................................................... 8
- High School Students ............................................................................................................................ 8
- Home School Students ........................................................................................................................... 8
- Documentation ......................................................................................................................................... 9
- Add and Drop Policy ............................................................................................................................... 9
- Tuition and Fees ....................................................................................................................................... 9
- Textbook and Course Materials ............................................................................................................. 10
- Military Tuition and Military Discount Program (MDP) ........................................................................ 11
- Refund Policy ......................................................................................................................................... 11
- Attending TUI .......................................................................................................................................... 11
- Catalog Rights ......................................................................................................................................... 12
- Complaint and Grievance Resolution ..................................................................................................... 12
- Academic Grievance ............................................................................................................................. 12
- Non-Academic Grievance ....................................................................................................................... 13
- Complaint Resolution System ............................................................................................................... 13
Students with Unapproved Absences Exceeding One Year
Withdrawn Students
Students on Academic Probation
Readmission of Service Member
Denial of Readmission
Termination of Readmission Eligibility

University General Education
General Education Learning Outcomes

College of Business Administration
Bachelor of Science In Business Administration
  Contract Management
Bachelor of Science in Business Administration
  Criminal Justice Administration
Bachelor of Science in Business Administration
  Finance
Bachelor of Science in Business Administration
  General Business
Bachelor of Science in Business Administration
  General Management
Bachelor of Science in Business Administration
  Governmental Accounting
Bachelor of Science in Business Administration
  Human Resource Management
Bachelor of Science in Business Administration
  Information Technology Management
Bachelor of Science in Business Administration
  Leadership
Bachelor of Science in Business Administration
  Logistics
Bachelor of Science in Business Administration
  Management Accounting
Bachelor of Science in Business Administration
  61
Leadership

Logistics

Bachelor of Science in Business Administration

Management Accounting

Bachelor of Science in Business Administration

65
Master of Business Administration ............................................................... 92
  Management Accounting ..................................................................................... 92
Master of Business Administration ....................................................................................... 94
  Marketing ................................................................................................................. 94
Master of Business Administration ....................................................................................... 95
  Project Management ................................................................................................. 95
Master of Business Administration ....................................................................................... 97
  Quality Management ................................................................................................. 97
Master of Business Administration ....................................................................................... 98
  Safety Management ................................................................................................. 98
Master of Business Administration ....................................................................................... 100
  Strategic Leadership ................................................................................................. 100
Dual Degree MBA/MSHA: Master of Science in Health Administration (MSHA) and Master of Business Administration (MBA) ......................................................................................................................... 101
Master of Science in Human Resource Management .......................................................... 103
Doctor of Philosophy in Business Administration ............................................................ 104
  Accounting / Finance ............................................................................................... 104
Doctor of Philosophy in Business Administration ............................................................ 106
  Information Systems / Information Technology Management ........................................... 106
Doctor of Philosophy in Business Administration ............................................................ 108
  Management and Organizations ............................................................................... 108
Doctor of Philosophy in Business Administration ............................................................ 110
  Marketing ............................................................................................................... 110

**College of Education** ......................................................................................... 112
Masters of Arts in Education ......................................................................................... 112
  Adult Education ..................................................................................................... 112
Masters of Arts in Education ......................................................................................... 114
  Aviation Education ................................................................................................. 114
Masters of Arts in Education ......................................................................................... 115
  Children's Literacy Development ........................................................................... 115
Masters of Arts in Education ......................................................................................... 117
Bachelor of Science in Health Sciences ....................................................................................... 147
  Health Educator .......................................................................................................................... 147
  Emergency and Disaster Management ......................................................................................... 147
Bachelor of Science in Health Sciences ....................................................................................... 150
  Professional Degree Completion Health Science ........................................................................ 150
Bachelor of Science in Health Sciences ....................................................................................... 151
  Professional Degree Completion Health Care Management .................................................... 151
  Independent Duty Corpsmen ......................................................................................................... 151
Bachelor of Science in Health Sciences ....................................................................................... 154
  Professional Degree Completion Health Care Management .................................................... 154
  Preventive Medicine Technician (PMT) ..................................................................................... 154
Master of Science in Health Administration ................................................................................. 156
Master of Science in Health Administration ................................................................................. 157
  Conflict Resolution Management ............................................................................................... 157
Master of Science in Health Administration ................................................................................. 158
  Health Informatics .................................................................................................................... 158
Master of Science in Health Administration ................................................................................. 160
  Health Care Quality Assurance ................................................................................................. 160
Dual Degree MSHA/MBA: ............................................................................................................. 161
Master of Science in Health Administration (MSHA) and Master of Business Administration (MBA) .................................................................................................................................................. 161
Master of Science in Emergency and Disaster Management .......................................................... 162
Master of Science in Health Sciences ............................................................................................. 164
  Clinical Research Administration ................................................................................................. 164
Master of Science in Health Sciences ............................................................................................. 165
  Health Education ....................................................................................................................... 165
Master of Science in Health Sciences ............................................................................................. 166
  International Health .................................................................................................................... 166
Master of Science in Health Sciences ............................................................................................. 168
  Public Health .............................................................................................................................. 168
Doctor of Philosophy in Health Sciences ........................................................................................ 169
  Health Care Administration ......................................................................................................... 169
Doctor of Philosophy in Health Sciences .................................................................................... 171
  International Health, Educator/Researcher ............................................................................ 171
Doctor of Philosophy in Health Sciences .................................................................................... 173
  International Health, Practitioner/Researcher ........................................................................ 173

College of Information Systems ................................................................................................ 175
Bachelor of Science in Computer Science ............................................................................... 175
Bachelor of Science in Computer Science ............................................................................... 177
  Database ....................................................................................................................................... 177
Bachelor of Science in Computer Science ............................................................................... 179
  Network Administration .................................................................................................................. 179
Bachelor of Science in Computer Science ............................................................................... 181
  Web Programming ......................................................................................................................... 181
Bachelor of Science in Computer Science ............................................................................... 183
  Web Services .................................................................................................................................. 183
Bachelor of Science in Information Technology Management ............................................. 185
Bachelor of Science in Information Technology Management ............................................. 187
  Business Systems Analysis .............................................................................................................. 187
Bachelor of Science in Information Technology Management ............................................. 189
  Information Security ....................................................................................................................... 189
Bachelor of Science in Information Technology Management ............................................. 192
  Project Management ....................................................................................................................... 192
Master of Science in Information Technology Management ................................................ 194
Master of Science in Information Technology Management ................................................ 195
  IT Business Intelligence .................................................................................................................... 195
Master of Science in Information Technology Management ................................................ 197
  Information Security / Assurance and Digital Forensics ............................................................. 197
Master of Science in Information Technology Management ................................................ 199
  IT Project Management .................................................................................................................... 199
Master of Science in Information Technology Management ................................................ 200
  IT Systems Analysis and Design ...................................................................................................... 200

Graduate Certificates ..................................................................................................................... 202
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning</td>
<td>202</td>
</tr>
<tr>
<td>Business Intelligence</td>
<td>202</td>
</tr>
<tr>
<td>Clinical Research Administration</td>
<td>203</td>
</tr>
<tr>
<td>Conflict Resolution Management</td>
<td>203</td>
</tr>
<tr>
<td>E-Learning and Online Teaching</td>
<td>204</td>
</tr>
<tr>
<td>Emergency and Disaster Management</td>
<td>205</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>205</td>
</tr>
<tr>
<td>Environmental Health Sciences</td>
<td>206</td>
</tr>
<tr>
<td>Finance</td>
<td>206</td>
</tr>
<tr>
<td>Health Care Quality Assurance</td>
<td>207</td>
</tr>
<tr>
<td>Health Education</td>
<td>208</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>208</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>209</td>
</tr>
<tr>
<td>Information Security</td>
<td>209</td>
</tr>
<tr>
<td>Information Security / Assurance and Digital Forensics</td>
<td>210</td>
</tr>
<tr>
<td>IT Project Management</td>
<td>211</td>
</tr>
<tr>
<td>Instructional Systems Specialist</td>
<td>211</td>
</tr>
<tr>
<td>International Business</td>
<td>212</td>
</tr>
<tr>
<td>Managerial Accounting</td>
<td>212</td>
</tr>
<tr>
<td>Project Management</td>
<td>213</td>
</tr>
<tr>
<td>Quality Management with Six-Sigma Black Belt</td>
<td>214</td>
</tr>
<tr>
<td>Strategic Leadership</td>
<td>214</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>215</td>
</tr>
<tr>
<td>Technology and Learning</td>
<td>215</td>
</tr>
</tbody>
</table>

**Course Descriptions** .......................................................... 217

**Teach Out Course Descriptions** .......................................... 274

The Trident University International catalog reflects current academic policies, procedures, program and degree offerings, course descriptions, and other pertinent information. This catalog was prepared on the basis of the best information available at the time. Pursuant to the catalog rights policy, as laws, rules, accreditation standards and policies change from time to time the information in this catalog will be updated as deemed appropriate by the university administration. Trident University International assumes no responsibility for editorial, clerical, and programming errors that may have occurred in the publication of the catalog.
Introduction

Trident University International (TUI) was originally established as a branch campus of Touro College, NY, on July 1, 1998, by its founding President and CEO, Dr. Yoram Neumann. From the outset, TUI was organized and structured to be autonomous from the parent institution.

TUI was initially accredited as a branch campus of Touro College by the Middle States Commission on Higher Education (MSA). Touro College was subsequently re-accredited by MSA in 2004 which included the TUI branch campus. Because of TUI's location in California, its robust growth, fiscal and operational stability, and unique online delivery model, TUI was separately accredited by Western Association of Schools and Colleges (WASC) in February 2005.

Following a change in control in October 2007, TUI was governed by a new board and its name was changed from Touro University International to TUI University. Under the new ownership, the TUI management team has continued to lead the institution while the learning model, faculty, and staff maintain their central roles in the quality and vitality of TUI. In January 2011, TUI University officially changed its name to Trident University International (TUI). TUI continues to be accredited by WASC.

The President and Chief Executive Officer of Trident University International is Dr. Lucille Sansing.

Physical Facilities

TUI is located in a modern, high-tech, commercial region of Cypress, California. Its offices house the administration, faculty, staff, and information technology equipment for all university operations at:

5757 Plaza Drive, #100
Cypress, CA 90630
Telephone: (800) 375 - 9878

TUI Mission

The mission of Trident University International (TUI) is to help diverse adult learners including current and former members of the "military family" earn high-quality Baccalaureate, Master's and Doctoral degrees. TUI uses an innovative approach to education which employs proven case-based and applied learning methodologies through an exclusively online model. Through this online model our primarily adult learners are empowered to acquire critical problem solving and strategic thinking skills they can apply immediately to enhance their lives and further their careers.

In aspiring to be the University of Choice, TUI is committed to helping our students achieve their educational aspirations by:

- Adhering to the highest standards of academic excellence;
- Fostering a learning community where exceptional faculty and staff collaborate to create an environment of compassionate student support;
- Being responsive to and understanding of the unique educational needs of our students and providing them with unparalleled access.
Policies and Procedures

**ACADEMIC FREEDOM**

TUI is committed to the pursuit of truth and to its transmission. The integrity of the University as an institution of higher learning requires proper autonomy and freedom. This freedom is the freedom to examine data, to question assumptions, to be guided by evidence, to be a learner, and to be a scholar. Such freedom implies that any faculty member whose teaching is questioned should be subject to the judgment of one’s peers only in accordance with the accepted rules of academic due process as determined by the Provost. It also implies the recognized role of the faculty to make recommendations regarding policy decisions which affect educational programs, to be considered for action by the Provost and the President and CEO.

The obligation of the faculty is to distinguish in their teaching between personal and partisan opinions and convictions grounded in sources and methods appropriate to the respective disciplines. The obligation of the student is to be a responsible participant in the academic activities of TUI.

**ACADEMIC INTEGRITY**

TUI regards academic integrity as vital to the success of its students and to the reputation of the University as an institution of higher learning. Students attain their educational goals and the academic experience is enriched only when there is effective learning. Effective learning occurs when students conduct their own research and are the sole authors of their work. The assessment of that learning is undermined when the originality of students’ work is questionable.

The University therefore expects students to adhere to the highest standards of academic integrity in all their work.

The most common form of academic dishonesty is presentation of the work of another person as one’s own, and is referred to as “plagiarism.” Plagiarism is a serious academic infraction that tarnishes everyone associated with the infraction. Civil and criminal penalties may also apply where conduct violates U.S. copyright laws.

Plagiarism includes, but is not limited to:

- **Contract Cheating** - Hiring another person or organization to prepare and or complete academic work on your behalf;
- **Copy and Paste** - Piecing together the work of other people, section by section or as a whole and presenting such copied work as your own;
- **Direct Duplication** - Manual or electronic copying of the work of another person, including from an article, website, book, online repository or another student and presenting such copied work as your own;
- **Paraphrasing** - Restating another person's work with minor changes but maintaining the essence or meaning of the statement without properly citing the source;
- **Submitting or Facilitating the Submission of Prior Work** - Submitting work previously submitted for assessment whether created by oneself or another student.

Facilitating academic dishonesty is also a violation of TUI’s Academic Integrity Policy. It includes, but is not limited to:
• Intentionally assisting another student to commit an act of academic dishonesty;
• Attempting to assist another student to commit an act of academic dishonesty.

While facilitating academic dishonesty may not directly benefit the facilitator, it does assist another student in violation of the policy.

TO AVOID PLAGIARISM

• Never represent the work of another person as your own. Use your own words in referring to ideas or concepts of others, even when collaborating with other students.

• When you do use the idea of another person, give credit to the author/source. For example, you may state: "Another point of view, as espoused by Sam Smith, is that ... [Smith, 2000]"

• Place words written by another person, up to two sentences in length, in quotation marks and properly cite the source.

• Place words written by another person of more than two sentences in length separately from the text of your report by single spacing and indenting from both right and left margin, (an offset quote), and properly cite the source.

• You are responsible for familiarizing yourself with the course guidelines and the presentation on elements of a well written paper. For questions or concerns regarding plagiarism, you are urged to contact your professor.

PROCEDURE FOR REPORTING AND RESOLVING CHARGES OF PLAGIARISM

Charges of plagiarism may be raised by anyone including but not limited to:

• Professors
• Administrators
• Peers (other students or co-workers)

The following procedures apply when a student is suspected of plagiarism:

1. The relevant details shall first be presented to the course professor.
2. If the charge is deemed credible, the professor shall contact the student and request an explanation.
3. After communicating with the student, the professor may do any one or more of the following:

   • Accept the student’s explanation and deem the matter closed
   • Direct the student to resubmit the assignment(s) in question
   • Assign a failing grade for the assignment(s) in question
   • Assign an appropriate final grade in the course
   • Impose any other appropriate educational/academic sanction
   • Refer the matter to the Program Director or designee for appropriate sanctions including but not limited to suspension and expulsion from the University.
4. A student may not avoid an academic integrity allegation or assigned sanction by dropping or withdrawing from a course.

5. TUI reserves the right to review all current and previous coursework (whether graded or ungraded) of any student found to have engaged in plagiarism. Where plagiarism in prior coursework is confirmed appropriate sanctions may be applied by the College Dean or the Dean’s designee.

RIGHT OF APPEAL

In cases where a penalty/sanction is applied, the student shall have the right of appeal as follows:

- Any decision rendered by a professor may be appealed to the Program Director or designee within five business days of the decision.
- Any decision rendered by the Program Director or designee may be appealed to the College Dean or designee within five business days of the decision.
- Any decision rendered by the College Dean or designee may be appealed to the Office of the Provost within five business days of the decision.
- In all cases, the decision of the Provost shall be final and not subject to any further appeals or other proceedings.

ACADEMIC PARTICIPATION AND SUBSTANTIVE INTERACTION

Students are required to participate in their courses in a regular, timely and substantive manner. Regular, timely and substantive academic participation includes the following elements:

- Navigating through the course syllabus and modules to identify and understand course objectives/outcomes and the expectations of the professor.
- Engaging in the assigned readings for each module including viewing of all video, PowerPoint presentations or both in the course.
- Synthesizing the information from the assigned readings as well as any video or PowerPoint presentations.
- Posting substantive comments in the threaded discussions in all modules at a minimum of once per week for each module. Simple agreement or disagreement with comments posted by others will not be considered substantive interaction. In order for a student’s threaded discussion comments to be considered substantive there must be explanations of agreement or disagreement, introduction of new ideas or personal experiences related to the subject matter.
- Conducting independent research for Case and Session Long Project (SLP) assignments, using the various TUI library databases as well as sites on the internet bearing on the subject matter of the curriculum which may include government and educational sites.
- Synthesizing the information from the research before applying to the Case and SLP assignment requirements.
- Preparing modular Case and SLP assignments – communicating with the professor for clarification of expectations and guidance.
• Submitting modular Case and SLP assignments in all modules by the published deadline. Students may refer to the academic calendar for specific modular due dates.
• Incorporating professor feedback into subsequent assignments and modules.
• Attending and participating in online conferences where applicable.
• Preparing and submitting the self-reflective essay.
• For students in the dissertation phase of the Ph.D. program active participation requires substantive progress on the dissertation prospectus, proposal or final dissertation as guided by the Dissertation Chair and Committee. Students are required to submit progress reports every session.

To be eligible for a passing grade in courses students are required to participate in all modules. The final grade will be based on the level of participation and quality of the assignments submitted.

Should obstacles arise which might preclude active participation or substantive interaction, students must immediately communicate with their professors, or advisors or both for guidance with respect to applicable university policies related to extensions, leaves of absence, grade appeals, petitions, withdrawals, etc.

NOTE: For purposes of determining the last date of academic participation, TUI uses the last date of activity, which TUI can readily document through its student services systems, e.g. posting of a threaded discussion, submission of case assignments or session long projects, or dissertation activity by Ph.D. students.

**ACCREDITATION**

TUI is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC):

985 Atlantic Avenue, #100, Alameda, CA 94501, Telephone: (510) 748 - 9001 Website: [www.wascsenior.org](http://www.wascsenior.org).

**STATE AUTHORIZATION**

TUI is approved to operate in most U.S. states, either through authorization, exemption, licensure, or registration. Some states require that approval-related statements be posted on the university website, and some states list “approved” institutions on their websites. Please refer to the State Authorization document for further details about TUI’s approved state authorization.

Students may contact the University Office of Compliance at [officeofcompliance@trident.edu](mailto:officeofcompliance@trident.edu) for additional information and updates on state authorization.

**ADMISSIONS**

TUI does not discriminate on the basis of race, color, national origin, religion, disability, gender, age, sexual orientation. Further, TUI does not discriminate in any other way, in any of its policies, practices, or procedures involving applicants, students, faculty members, staff, and the public.
Applicants are responsible for submitting a complete application package; including the application form available online at www.trident.edu, listing all prior institutions attended. All students are required to have official transcripts on file with TUI for proper evaluation of transfer credits and a decision on admission to the University. Students are also required to execute the Enrollment Agreement and Disclosure.

ADMISSION REQUIREMENTS

Subject to additional college or program specific admission requirements the following standard admissions requirements apply:

Bachelor’s Degree Programs
- High school diploma or its equivalent;
- A minimum GPA of 2.0 in High School;
- High school transcript is required if a student has less than 24 credits of post secondary education;
- A minimum GPA of 2.0 from prior post secondary education;
- International students must provide proof of English proficiency (see section on English Proficiency).

Master’s Degree Programs
- Baccalaureate degree from an accredited college or university;
- A cumulative minimum GPA of 2.5;
- International students must provide proof of English proficiency (see section on English Proficiency).

Doctoral Degree Programs
- Master’s degree from an accredited college or university with at least 30 graduate level semester credits;
- Proof of completion, with a grade of B or better, of one course in Research Methods or Statistics at the Master’s or higher level. (If a student does not meet the research requirement, it may be met by successfully completing a Research Methods course from the TUI masters program);
- A cumulative GPA of 3.4 in the Master’s degree in a related field. (An official transcript is required);
- Analytical and critical thinking skills sufficient for the doctoral program. (A sample of research oriented writing or publication must be submitted);
- Writing and oral communication skills. (An essay that includes current personal, intellectual and professional interests and why the applicant is applying to the degree program at TUI must be submitted);
- Current Curriculum Vitae;
- Information technology skills sufficient to participate effectively in TUI’s Ph.D. pedagogical model, including Internet skills to conduct research effectively;
• International students must provide proof of English proficiency (see section on English Proficiency).

Students and applicants concede that neither acceptance of an application nor unofficial transcripts, guarantee admission to TUI or the program of choice. Students enrolled in courses will have until the end of their second session to ensure that TUI has received all official documents required for admission to the University and program of choice. Students with missing official documents will be placed on an enrollment hold in their second session and will not be able to register for future sessions. Failure to provide official documents of all prior academic work, test scores, licensure, or certification as appropriate by the end of the second session will result in the denial of admission or withdraw from the University. Please note that a student must be admitted to the TUI to be eligible for tuition assistance through federal financial aid or any other form of tuition assistance programs.

• Non-degree and non-certificate seeking students are not required to provide transcripts of prior academic work.

• Certificate seeking students are required to provide official transcripts of all prior academic work including military transcripts.

• Undergraduate students are required to provide official transcripts of all prior academic work including military transcripts. High school transcript is required if a student has less than 24 credits of post secondary education.

• Master’s degree students are required to provide official transcripts from the institution granting the undergraduate degree.

• Doctoral students are required to provide official transcripts of their master’s degree.

Students enrolling in an undergraduate program without an Associate’s degree or 60 earned college level credits will be required to enroll in TUI’s TUX 101 (Trident University Experience course) in their first session.

TUI reserves the right to seek verification of identity by requesting a color copy of a current and valid identification card such as a color copy of a government issued driver’s license or state identification card. It is the responsibility of the student to provide the requested information.

To protect its character and standards, TUI reserves the right, and applicants concede to the University the right, to refuse or revoke admission to any student where:

• Applications or other admission and supplemental documents contain false, fraudulent, or incomplete statements; or

• Discrepancies in the application, admission documents or both cannot be resolved; or

• The applicant does not meet the admission requirements; or

• The applicant is a threat or potential danger; or

• The applicant is disruptive to the University community or its operations

Credit card payments are accepted through the online application. Students may mail in the application with a check or money order.
ENGLISH PROFICIENCY

Applicants whose first language is other than English must meet English proficiency requirements:

- Present an appropriate TOEFL score (500/173/61 for undergraduate, 525/197/71 for graduate, and 550/213/79 for Ph.D.) plus the TWE (Test of Written English) and TSE (Test of Spoken English) exam results. The TOEFL is administered by the Educational Testing Service (ETS). The TUI ETS registration number is 4775.

- Present documentation for the equivalent of two years of study (secondary level and above) in a program where English is the medium of instruction.

INTERNATIONAL TRANSCRIPTS

Students with international transcripts are required to provide an official evaluation of their credits. Students may refer to www.naces.org to select an evaluation service. The evaluation must include grade equivalency, cumulative GPA and level of equivalency (graduate or undergraduate for each course). The report is used to determine transfer credit evaluation. Official transcripts are required from the sending institution, which must be received in the original sealed envelope. The evaluation must also be received in the original sealed envelope from the evaluation service selected. The evaluation services listed at www.naces.org are not related to Trident University International and the University makes no representations or warranties on their behalf.

HIGH SCHOOL STUDENTS

TUI does not currently admit high school students who have not graduated from high school.

HOME SCHOOL STUDENTS

TUI has a rich diversity of students who bring educational experiences from both conventional and alternative schooling. When evaluating applications for admission, TUI seeks evidence of academic preparation and proficiency.

TUI will require students to show proof that they have completed their state’s requirements for high school graduation. The home school family is responsible for compliance with all requirements for their state. Proof of graduation is traditionally provided through a high school transcript. TUI offers three options for home school students to meet this requirement:

1. GED (General Educational Development Test) - Some states require that a home school student take the GED. (If your state requires a GED, then you must request the GED scores be sent to TUI).

2. Course Transcript (provided by outside source) - If affiliated with a home school program, academy, or consortium, the student should request that the outside source forward a copy of the official transcript. If the student is affiliated with an organization that does not provide transcripts, the family will be responsible for providing a transcript as instructed below.

3. Portfolio (provided by family source). If the program has been customized by the family, a detailed portfolio, including a course transcript, is required. The person in charge of the home school program will be responsible for verifying the transcript as official and providing the full portfolio to meet the requirements described under "Academic Portfolio."
DOCUMENTATION
The following documents are required to evaluate the academic background of home-schooled applicants:

- GED Results (if required by state of residence) or Course Transcript (provided by home school program) or Academic Portfolio (Click here for detailed description of portfolio requirements);
- Two Letters of Recommendation from adults not related to the student. A family member, however, who acted as the student's primary instructor, may submit a teacher recommendation. Recommendations are acceptable from private instructors, coaches, clergy, mentors, employers, or sponsors of extracurricular activity.
- The submission of SAT or ACT scores recommended (but not required):
- SAT or ACT Scores of at least ACT composite 21 or SAT combined math and critical reading total of 1000 would strengthen a prospective student's application to TUI.

NOTE: All application materials must be received by the application deadline.

ADD AND DROP POLICY
The length of add and drop period is two weeks from the start of the session. Students are responsible for the management of their course registration and status. All students are required to follow the published deadlines for registration including adding and dropping of courses. Please refer to the refund policy regarding applicable processing fee and prorated tuition. All students are also required to confirm their registration status record 72 hours following any change request. If the change request (adds, drops, or withdrawals) does not appear in their record students must immediately contact the Office of the Registrar or their Academic Advisor. The student will be asked to provide supporting documents if there is a discrepancy between his or her registration record and the University registration record.

TUITION AND FEES
Bachelor's Level
$295 per credit, $1,180 per 4 credit course.
Reduction to $250 per credit, $1,000 per 4 credit course for: Military students using military tuition assistance or MGIB; Military spouses; Veterans of the military; Federal, State, and local government employees including their spouses and dependents; and California residents.

Master's Level
Reduction to $375 per credit, $1,500 per 4 credit course.
$300 per credit, $1,200 per 4 credit course for: Military students using military tuition assistance or MGIB; Military spouses; Veterans of the military; Federal, State, and local government employees including their spouses and dependents; and California residents.

Doctoral Level
$700 per credit, $2,800 per 4 credit course.
Reduction to $630 per credit, $2,520 per 4 credit course for: Military students using military tuition assistance or MGIB; Military spouses; Veterans of the military; Federal, State, and local government employees including their spouses and dependents; and California residents.

NOTE: All Dissertation level courses are $2,800 ($2,520 where applicable) per continuation course. Totals will vary based on dissertation completion date.

Other Fees:

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee for Ph.D. programs – Nonrefundable</td>
<td>$75</td>
</tr>
<tr>
<td>(no application fee for Bachelor and Master’s programs)</td>
<td></td>
</tr>
<tr>
<td>Student ID Card (optional)</td>
<td>$10</td>
</tr>
<tr>
<td>Official Transcript (per copy)</td>
<td>$10</td>
</tr>
<tr>
<td>Lab Fee for students enrolled in courses with lab portion (Optional)</td>
<td>$59</td>
</tr>
<tr>
<td>Official Transcript “Rush Fee”</td>
<td>$25</td>
</tr>
<tr>
<td>Additional copy of a Course CD</td>
<td>$30</td>
</tr>
<tr>
<td>Additional Diploma</td>
<td>$30</td>
</tr>
<tr>
<td>Other expedited fees</td>
<td>Varies based on region</td>
</tr>
</tbody>
</table>

**TEXTBOOK AND COURSE MATERIALS**

All textbooks and course materials are on TUI’s online Library, and available to students at no additional cost. Ph.D. students are required to purchase an SPSS grad package or SPSS student version software package.

**Method of Payment**

TUI accepts the following major credit cards: Visa, Master Card and American Express.

**Installment Payments**

Students may arrange a payment plan with the finance department.

**Responsibility for Payment**

If, for any reason, including failure to provide official transcripts, admission to the University, tuition assistance or financial aid is delayed or denied, students remain personally responsible for all tuition and fees due and owing must pay the tuition and fees in full by the applicable due date.

**Suspension of Services**

TUI may bar students from registering for any future sessions, withhold grade reports, transcripts, diplomas, certificates, and other services (without limitation) if:

- Students fail to pay tuition and fees;
- Students have an account balance and have not obtained a TUI-approved payment arrangement; or
- Students fail to comply with the terms of the Enrollment Agreement and Disclosure.
TUI is a DANTES affiliated university. TUI charges reduced tuition for eligible military service members and their families for Bachelor’s and Master’s programs. With the MDP, a student may be able to cover the full cost of their coursework with military TA benefits.

For more information visit: www.trident.edu/tuition-fees/military-discount-program/. TUI also accepts the GI Bill and VA benefits. Please contact vahelp@trident.edu for details.

**REFUND POLICY**

- Students submitting drop or withdrawal requests prior to the start date of the session will receive a refund of 100% of the tuition paid or each course dropped or withdrawn
- Students submitting drop or withdrawal requests during the first four calendar days of the session will receive a refund of 75% of the tuition paid for each course dropped or withdrawn
- Students submitting drop or withdrawal requests between the 5th and 8th calendar days of the session will receive a refund of 50% refund of tuition paid for each course dropped or withdrawn
- Students submitting withdrawal requests between the 9th and 12th calendar days of the session will receive a refund of 25% of the tuition paid for each course dropped or withdrawn
- Students submitting withdrawal requests after the 12th calendar day of the session will not receive a refund.

Other state-specific refund policies may apply according to the student’s state of residence. Please refer to the State Specific Refund Policies for further information.

**ATTENDING TUI**

TUI will regard studying at TUI as a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. TUI reserves the right to require withdrawal or expulsion of a student at any time it deems necessary in order to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by the act of matriculation. At the same time, the student has the right of appeal.

Within five working days following written notification to the student of any adverse action by the College Dean, or any other administrator, the student may appeal the decision in writing to the Provost, who may then approve, reject, or modify the decision in question. The decision of the Provost is final.

The student may remain in class pending the outcome of all appeals if the student is physically and psychologically able to do so, unless it is determined that the student presents a disruptive influence or may adversely affect the TUI community.

If a student is suspended for any reason, and receives financial aid, all student financial aid will be withheld until reinstatement of the student or dismissal of the student resolves the appeal process. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender respectively. Any decision to dismiss does not relieve the student of any financial obligations the student may have to the University or funders of financial aid or tuition assistance.
CATALOG RIGHTS

The content of the University catalog may be changed at any time as deemed appropriate or necessary by the TUI Administration. Calendars, academic degree and program requirements, policies, and fees are subject to change at any time by official action of the University. Updates will be made in the online version of the catalog every two years or less. Any amendments to policies, procedures or program details which are approved between publication dates will come in the form of official Addenda and will be published on the University website. The online catalog and any applicable addenda will be considered definitive.

Students should note that the courses required for a specific degree or certificate may change from one catalog to the next, and may also change during a student’s tenure; however, it is the intention of TUI to protect the interests of students with respect to curriculum, degree and graduation requirements by allowing students to elect the requirements of either of the following:

- The catalog which was in effect at the time the student commenced course work at TUI; or
- The catalog which is in effect at the time the student returns following a break in enrollment (up to a maximum of five years after the last session attended). [Students should note and must comply with the maximum time to degree allowed for their respective program]; or
- The catalog at the time the student graduates from TUI.

The University will authorize substitutions for discontinued or modified courses, concentrations or programs where appropriate.

Students declaring or changing degree program or concentration will be subject to the requirements in effect at the time of the declaration or change.

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

COMPLAINT AND GRIEVANCE RESOLUTION

It has been the long established philosophy and practice of TUI that grievances be addressed in a non-adversarial climate. Where grievances cannot be resolved informally, students have available to them a number of mechanisms, as set forth in this catalog, for seeking redress. Students may contact the Student One stop (SOS) for assistance and guidance.

ACADEMIC GRIEVANCE

Students are encouraged to resolve concerns involving a professor or an academic matter in an informal manner by first communicating with the course professor via e-mail. The communication must be professional and clearly set forth the nature of the grievance. If the matter cannot be resolved informally between the student and the professor, the student may submit the matter with supporting evidence to the appropriate Program Director followed by the College Dean. If the matter remains unresolved, it may be submitted to the Office of Provost.
NON-ACADEMIC GRIEVANCE
Students are encouraged to resolve concerns involving a non-academic matter in an informal manner by first communicating with the appropriate administrative unit of TUI. The communication must be professional and clearly set forth the nature of the grievance. If the matter cannot be resolved informally between the student and the administrative unit, the student may submit the matter with supporting evidence to the Director of that unit. If the matter remains unresolved, it may be submitted to the appropriate Vice President. Students may contact the Student One stop (SOS) for assistance and guidance.

COMPLAINT RESOLUTION SYSTEM
The formal complaint system (CRS) is designed to provide rapid and definitive resolution of complaints requiring formal investigation for potential actions inconsistent with TUI policy, accreditation standards, state or federal regulations, including allegations of conflict-of-interest, discrimination or harassment. The complainant must indicate in the complaint that a serious effort was made to informally resolve the grievance. Upon receipt, complaints are forwarded to appropriate department supervisors for formal investigation and resolution. Upon resolution of the complaint, follow-up is conducted with the student before the case is officially closed.

THIRD-PARTY COMPLAINTS
Complaints related to accreditation and regulatory matters from prospective students, non-students or entities may be submitted to the Chief Compliance Officer at officeofcompliance@trident.edu. The complaint will be conveyed to appropriate officials and may be shared with other parties as deemed appropriate.

COMPLAINTS TO EXTERNAL AGENCIES
Complaints associated with academic program quality and accreditation standards may be filed with the Western Association of Schools and Colleges (WASC), at www.wascsenior.org/comments.

All other complaints may be filed with the appropriate state agency in your state of residence. In California, complaints may be filed with the State Attorney General by contacting the Public Inquiry Unit of the California State Department of Justice using on-line forms available at:

ag.ca.gov/contact/complaint_form.php?cmplt=PL, or by telephone or fax: (916) 322-3360 [Toll-free in California (800) 952-5225]; Fax: (916) 323--5341.

Students may access specific contact information for the various states using the following: www.sheeo.org/stateauth/Complaint Process Links_October 2011.pdf.

COMPUTER COMPETENCE REQUIREMENTS
TUI has adopted the following specific competencies for incoming students.
Ability to perform the basic functions in a windows operating system, including but not limited to:
- File operations (creating, saving, copying, retrieving)
• Multi-tasking
• Using standard windows features: navigation tools, sizing and moving features, etc.
• Importing and exporting files
• Formatting
• Page setup and printing
• Perform basic word processing activities
• Perform basic electronic spreadsheet activities
• Design and develop graphic presentations
• Engage in basic Internet activities, including subject searches

**Computer Hardware Requirements**

In order to benefit from the unique features that TUI provides, students will need to have access to a computer with the following configurations:

• A standard browser like Microsoft Internet Browser (IE)
• Microsoft office applications: Power Point & Word
• Adobe PDF reader
• CD device for students who prefer to receive courses in CD format
• A minimum of 56 k Internet connectivity provided by your Internet Service Provider (ISP)
• Headphones with microphone

**Copyright Compliance Policy**

The Higher Education Opportunity Act (“HEOA”) and Department of Education Regulations 34 CFR 668.14(b)(30), require institutions to:

• Provide an annual disclosure to students informing them of federal copyright laws and explain institutional policies and sanctions related to violations of copyright law;
• Develop and implement a written plan to effectively combat the unauthorized distribution of copyrighted material by users of the institution’s network; and
• Periodically review and, to the extent practical, offer legal alternatives for acquiring copyrighted material.

TUI has developed the following policy and plans to combat the unauthorized distribution of copyrighted material by users of the institution's network.

Subject to exceptions contained in 17 U.S.C. §§ 107 and 108 (www.copyright.gov/circs/circ21.pdf), it is a violation of copyright law to copy, distribute, display, exhibit or perform copyrighted works without the authority of the owner of the copyright.

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 constitute 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 website of the U.S. Copyright Office at www.copyright.gov.

Violators of this policy will also be subject to penalties including administrative sanctions up to and including expulsion.

LEGAL ALTERNATIVES

For legal alternatives to illegal downloading, please see www.educause.edu/legalcontent.

DIGITAL MILLENNIUM COPYRIGHT ACT ("DMCA")

Content owners or the person entitled to enforce a copyright on their behalf may notify TUI of any violation of a copyright on the University's system by sending a notice in the form required by the DMCA to Dr. Afshin Afrookhteh, Chief Compliance Officer, e-mail: officeofcompliance@trident.edu.

UNIVERSITY PLAN TO ADDRESS COPYRIGHT INFRINGEMENT

TUI employs technology-based deterrents including: (i) firewalls; (ii) limiting of access to registered devices; (iii) commercial forensic discovery tools; and (iv) e-mail traffic monitoring when appropriate. In addition, TUI educates the TUI community regarding copyright laws through published policies and requires all TUI faculty and staff to execute IT agreements as a condition of employment including an agreement on network use.

On an annual basis TUI will review its plan to combat copyright infringement through ongoing discussions between the Chief Information Officer, Chief Academic Officer, Chief Compliance Officer and the University leadership team, and based on benchmarking of peer institutions and identified best practices. Review of the plan may include but not limited to assessment of the effectiveness of the plan, processing of DMCA notices, and disciplinary action taken against violators.

DRUG AND ALCOHOL USE

TUI prohibits the unlawful manufacture, distribution, dispensation, sale, possession or use of any controlled substance by any of its students, faculty and staff in its workplace, on its premises or as part of any of its activities.

In an effort to promote the health, safety and welfare of all members of the TUI community, TUI prohibits:
• The possession/consumption of alcoholic beverages by persons under the legal age, as identified by applicable federal, state or local law, on property owned or controlled by the University or as part of any University activity.

• The consumption of alcoholic beverages by all students, faculty and staff so as to adversely affect academic or job performance and endanger the physical well-being of other persons or oneself, which may lead to damage of property.

• The possession, sale, distribution, promotion or consumption of an alcoholic beverage in a manner that constitutes a violation of federal, state or local law.

TUI will impose appropriate sanctions on students and employees for violating the standards of conduct (consistent with applicable laws and regulations) which may include but not limited to expulsion, termination of employment and referral to law enforcement for prosecution.

TUI permits the lawful keeping and consumption, in moderation, of alcoholic beverages on its property or at events sponsored by TUI when expressly authorized by University administration or leadership.

For information on preventing drug, alcohol abuse and the consequences of drug use please visit the following website:  www.whitehouse.gov/ondcp

For information about drug and alcohol counseling, treatment or rehabilitation please visit the following website:  www.drug-rehabs.com/

For a description of sanctions under state and federal laws for unlawful possession, use or distribution of illicit drugs and alcohol please visit the following link:  State and Federal Sanctions

Students completing the Free Application or Federal Student Aid (FAFSA) must ensure that the application is completed in its entirety including Section One Question #23. Students who do not answer the question are disqualified.

34 CFR 668.40 - Conviction for possession or sale of illegal drugs
(a)(1) A student is ineligible to receive title IV, HEA program funds, for the period described in paragraph (b) of this section, if the student has been convicted of an offense under any Federal or State law involving the possession or sale of illegal drugs for conduct that occurred during a period of enrollment for which the student was receiving title IV, HEA program funds. However, the student may regain eligibility before that time period expires under the conditions described in paragraph (c) of this section. (2) For purposes of this section, a conviction means only a conviction that is on a student's record. A conviction that was reversed, set aside, or removed from the student's record is not relevant for purposes of this section, nor is a determination or adjudication arising out of a juvenile proceeding.
(3) For purposes of this section, an illegal drug is a controlled substance as defined by section 102(6) of the Controlled Substances Act (21 U.S.C. 801(6)), and does not include alcohol or tobacco.
(b)(1) Possession. Except as provided in paragraph (c) of this section, if a student has been convicted—(i) Only one time for possession of illegal drugs, the student is ineligible to receive title IV, HEA program funds for one year after the date of conviction;
(ii) Two times for possession of illegal drugs, the student is ineligible to receive title IV, HEA program funds for two years after the date of the second conviction; or
(iii) Three or more times for possession of illegal drugs, the student is ineligible to receive title IV, HEA program funds for an indefinite period after the date of the third conviction.
(2) Sale. Except as provided in paragraph (c) of this section, if a student has been convicted—(i) Only one time for sale of illegal drugs, the student is ineligible to receive title IV, HEA program funds for two years after the date of conviction; or
(ii) Two or more times for sale of illegal drugs, the student is ineligible to receive Title IV, HEA program funds for an indefinite period after the date of the second conviction.

(c) If a student successfully completes a drug rehabilitation program described in paragraph (d) of this section after the student’s most recent drug conviction, the student regains eligibility on the date the student successfully completes the program.

(d) A drug rehabilitation program referred to in paragraph (c) of this section is one which—

(1) Includes at least two unannounced drug tests; and

(2)(i) Has received or is qualified to receive funds directly or indirectly under a Federal, State, or local government program;

(ii) Is administered or recognized by a Federal, State, or local government agency or court;

(iii) Has received or is qualified to receive payment directly or indirectly from a Federally- or State-licensed insurance company; or

(iv) Is administered or recognized by a Federally- or State-licensed hospital, health clinic or medical doctor.

(Authority: 20 U.S.C. 1091(r))

Students receiving a drug conviction during the school year while receiving financial aid must immediately notify their financial aid office and the balance awarded must be returned.

Students who knowingly or willingly provide misleading information face penalties including but not limited to a fine or prison.

**Dual Degrees and Concentrations**

Students may not earn the same degree more than once. For example:

- Students may not earn two Bachelor of Science in Health Science degrees (BSHS) or two Master’s of Business Administration (MBA) degrees.

- Students may earn a second degree if the second degree is in a distinctly different program AND a different area or field of study. In addition, all requirements for the second degree must be met*.

Examples:

- Students may earn a Masters of Business Administration (MBA) degree as well as a Master of Science in Health Sciences (MSHS) degree.
- Students may **NOT** earn an MBA degree with a concentration in Human Resource Management and then seek a second Master’s degree in Human Resource Management.
- Students may **NOT** earn an MSHS degree with a concentration in Emergency and Disaster Management and then seek a second Master’s degree in Emergency and Disaster Management.
- Students may **NOT** earn an MSHS degree with a concentration in Healthcare Management and then seek a second Master’s degree in Health Administration.

Completing the requirements for a second concentration does not qualify a student for a second degree.
Students at the bachelor’s or master’s level may seek a degree with more than one concentration**. Upon meeting all requirements for each concentration a student will be awarded the degree with each concentration noted on the diploma.

Example: A student completing a Human Resource Management concentration and a Finance concentration within the MBA program will be awarded one MBA degree with concentrations in both Human Resource Management and Finance.

*Tuition Assistance (TA) through the military tuition assistance program is not available for dual/second degrees. Students are urged to contact their education office for information on benefits.

**Students must declare multiple concentrations prior to enrolling for the final capstone course in their current program.

CERTIFICATES

TUI offers stand-alone certificates to provide post baccalaureate graduate students expanded knowledge including the latest information and research available in a specific field of study. Certificates do not qualify for Title IV federal financial aid and must be applied for separate from any degree program or concentration.

E-MAIL COMMUNICATION

All students, faculty, and staff must use the TUI E-mail for the electronic communication of any topics related to TUI.

It is university policy that at all times TUI students, faculty, and staff maintain respectful, professional, and polite conduct in all communications. The speed at which email can be sent is not always conducive to this level of professionalism. When people are upset or angry, they often send sarcastic and unpleasant emails in an attempt to vent their frustration. These kinds of emails are not acceptable.

All students, faculty, and staff are expected to treat one another with respect. Negative emotions have no place in any email sent to any member of the University. When upset for any reason, TUI members are encouraged to wait until they are less upset before sending any email. Information about proper “netiquette” may be found on the internet.

Any student, faculty, or staff sending an irate, sarcastic, rude, harassing, disrespectful or unprofessional email to another member of the University will be subject to disciplinary action. Repeated violations of this policy will be subject to further disciplinary action up to and including dismissal from TUI.

EXTENSIONS AND INCOMPLETE GRADES

It is the experience of TUI that students who pursue an uninterrupted course of study have the highest probability for successfully completing their degree programs. Those students are also the best performers in their degree program and receive the maximum benefits from their learning experience.
Course extensions may be granted when circumstances prevent students from completing and receiving a passing grade for a course. The extension (and associated assignment of a grade of “Incomplete”) is not a student "right" but a courtesy. The request for an extension must be submitted via CourseNet for the instructor’s approval for each specific course prior to established deadlines (2 weeks before the last day of the session). The request will not be approved without satisfactory completion of all submitted assignments (Case, TD and SLP) in modules 1, 2, and 3. If approved, the ‘Incomplete’ grade will be assigned with an extension of up to thirty (30) days past the end of the term in which the course was offered.

If the student’s request for an extension is denied, the student may appeal the decision by contacting their Program Director within 72 hours. The Program Director will consider the Request for Extension Appeal based on the student’s ability to show that the denial was unjustified, biased, or capricious.

Based on the nature of the program and courses, Ph.D. Students in Required Core Courses (Live Courses) and Dissertation Continuation Courses are not eligible for extensions.

If the student fails to complete the course by the deadline, the ‘Incomplete’ grade is changed to an appropriate letter grade. If the student fails to complete the course and military or government tuition assistance (TA) funding was used, the student may be subject to recoupment of the TA. If Department of Veterans’ Affairs funds were used, similar restitution of VA Benefit may have to be made by the student to the Department of Veterans Affairs. If federal financial aid was used the disbursements received by the student may be subject to return of Title IV funds calculated based on the last date of academic activity. Students are urged to familiarize themselves with the requirements and restrictions imposed by applicable funding or tuition assistance entities.

NOTE: Any approved extension does not alter the financial obligations a student may have with TUI. Students must also comply with all tuition assistance and financial aid requirements.

In compliance with federal regulations, students receiving an extension for a session but who are not enrolled in the following session and who fail to obtain an official Leave of Absence (LOA) will be reported as “withdrawn” to the National Student Clearinghouse and National Student Loan Data System.

If a student requests an extension for the last course in the degree program the student will be reported as “withdrawn” to ensure the student enters the grace period or repayment timely in compliance with federal regulations. Upon completion of the course with a passing grade the student’s status will be updated from “Withdrawn” to “Graduate.”

FINANCIAL AID

Eligible students admitted to TUI may seek Federal Pell Grants, Federal Stafford Direct Loans (subsidized, unsubsidized and PLUS).

In addition to multiple eligibility criteria, students must be US Citizens, permanent residents or eligible non-citizens as defined on the Free Application for Federal Student Aid (FAFSA). International students are not eligible for Federal Pell Grants.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) APPLICATION

The first step in applying for financial aid is to complete the FAFSA. Its purpose is to determine student financial need and several other eligibility factors established by the laws governing the federal student financial aid programs. It is very important to ensure all information is accurately entered on the FAFSA
in order for accurate award amounts to be awarded. To begin the process and learn more about eligibility, please complete the application available online at the following link: www.fafsa.ed.gov. Students are encouraged to use the IRS data retrieval tool when completing their FAFSA to ensure accuracy of information.

The Trident University International school code is 041279 (Trident University International, Cypress, CA).

Please contact the financial aid office at financialaid@trident.edu if you have any questions about financial aid.

**TUI Financial Aid Application**

In addition to the FAFSA, TUI students must complete the TUI Financial Aid Application by logging on to their student services account and clicking the Financial Aid tab on the left hand side. Students must complete all steps of the TUI Financial Aid Application and verification process, if applicable.

**Federal Pell Grant Program**

The Federal Pell Grant assists undergraduate students with financial need who are attending an eligible public or private postsecondary school. Pell Grants are only awarded to undergraduate students who have not earned a bachelor’s or professional degree. Pell Grants, which do not have to be repaid, are awarded to students based on need and their enrollment. The need is determined by the information provided by the applicant on the Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed each award year. How much the applicant will receive under the Pell Grant program is based on the cost of attendance, the student’s expected family contribution (EFC) and the applicant's enrollment status.

**Federal Stafford Direct Loans**

The U.S. Department of Education is the lender and guarantor for Federal Direct Stafford Loans. These loans may be subsidized by the U.S. government or unsubsidized by the U.S. government. For a subsidized loan (available to undergraduate students only), the U.S. government pays the interest on the loans while the student is enrolled at least half-time at an eligible postsecondary school. The subsidized loan is awarded based on financial need as determined by the information the applicant provides on the Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed each award year. The unsubsidized loan is not awarded based on a student’s need. If the student qualifies for an unsubsidized loan, the student will be charged interest from the time the loan is disbursed until it is paid in full. The student can choose to pay the interest while enrolled in school, or allow it to accumulate. Accumulated interest will be added to the principal amount of the loan and will increase the amount to be repaid. If the student makes interest payments while in school, the total cost of the loan will be less than if the student allows the interest to accrue. PLUS loans are also available to parents with dependent students and graduate students who have reached the aggregate loan limits for subsidized and unsubsidized loans. PLUS loans require approval of credit from the Department of Education prior to funds being awarded. For additional information regarding interest rates and loan limits please visit the U.S. Department of Education’s Direct Loan website at: www.direct.ed.gov/  

**Verification**

You may be selected as a verification student. This means that the U.S. Department of Education has randomly selected the information entered on your FAFSA to be verified by your institution. The TUI
Financial Aid Application will request additional information to confirm data reported on your FAFSA. If you are selected for verification, you will be notified of the additional documents that will be required to complete your file. Once the accuracy of your file is confirmed, an award letter will be released. Changes to your FAFSA may result in a change of your financial aid award. To avoid delays in processing of the financial aid file, students must ensure timely response to all requests for information.

**ELIGIBILITY FOR FEDERAL FINANCIAL AID**

To be eligible for Federal Financial Aid (“Title IV funds”) a student must be making satisfactory academic progress (SAP) towards his or her degree plan (See Satisfactory Academic Progress policy). Any student who is not making satisfactory academic progress under the standards of this policy may not be eligible to receive Title IV funds. There are two primary measurements that schools must use to establish student eligibility under SAP. They are qualitative (GPA) and quantitative (credit and week completion).

**ACADEMIC YEAR AND DISBURSEMENTS**

The Trident University academic year is defined as 36 weeks, which is 3 consecutive sessions and:
- 24 credits for undergraduate students
- 12 credits for graduate students

Accordingly, students are expected to complete 1 course per session at the graduate level and 2 courses per session at the undergraduate level to maintain their scheduled award as shown on the award letter. Students are also expected to remain enrolled for three (3) consecutive sessions (non-overlapping sessions), which coincides with the 36-week academic year and loan period (for students receiving Stafford Loans). Unauthorized breaks in enrollment may result in loss of Title IV financial aid eligibility or return of funds, or both already disbursed.

Disbursements occur in the **first** and **third** sessions of a student’s academic year after completion of module 1 if all eligibility requirements have been met. First disbursements are released in the first session after completion of module 1. Second disbursements are released in the third session of a student’s academic year if satisfactory academic progress has been met. In order for the second disbursement to occur in a timely manner, one-half of the academic year must be completed as follows:

- Graduate students must have successfully completed a minimum of 8 credit hours (2 courses) over 2 non-overlapping sessions.
- Undergraduate students must have successfully completed a minimum of 12 credit hours (3 courses) over 2 non-overlapping sessions.
- Successfully completed courses are courses in which students received passing grades.

Students will not become eligible to enter a new academic year until they have successfully completed a full academic year of 12 credit hours for graduate students and 24 credit hours for undergraduate students in a total of 36 weeks (3 non-overlapping sessions).

**CREDIT COMPLETION**

Students receiving Federal Financial Aid must complete their program of study within the above time-frame with no more than 150% of the semester credit hours required for the program, as measured by attempted credits and including transfer credits (for example, a student in MBA program requiring 44 semester credits, may not attempt more than 66 semester credit hours including transfer credits). Students must successfully complete at least 67% of all attempted credits. Students must note that
when a satisfactory academic progress review indicates that a student cannot complete the program within the maximum allowed credits, all Title IV aid must stop. No financial aid will be disbursed for the student during subsequent sessions.

An undergraduate student is expected to successfully complete 24 credits each academic year and graduate students are expected to successfully complete 12 credits each academic year in order to maintain financial aid eligibility. Therefore, undergraduates should be enrolled in two courses each session and graduate students should be enrolled in one course each session. “Successfully completed” credits are those for which the following grades are awarded:

- Master level courses: A, A-, B+, B, B- (Note that while a student may successfully complete a course with a grade of “B−”, he or she must maintain the required 3.0 GPA (B) for the graduate level)
- Doctoral level courses: A, A-, B+, B.

Courses dropped within the add/drop period are not counted towards attempted credits.

Grades of "W" (Withdraw) are not considered in determining GPA but are considered credits attempted.

Grades of "I" (Incomplete) will not be included in the cumulative GPA computations but will be counted in attempted credits. When the grade of "I" is changed to a letter grade, the GPA will be recalculated. If SAP is still not met, a return of Title IV calculation may be required.

All other grades are counted as “unsuccessful completion” for purposes of SAP and Title IV eligibility.

**FINANCIAL AID PAYMENT PERIOD ENROLLMENT POLICY**

Students seeking federal financial aid must register for all courses they intend to take for the 24 week payment period, which is two 12 weeks non-overlapping sessions. Students must be registered for both 12 week sessions prior to the start date of the first 12 week session in order to maintain eligibility to receive their first disbursement for the academic year. Undergraduate students are required to enroll for a minimum of 2 courses in each session and graduate students are required to enroll for a minimum of 1 course per session. Disbursements will be made upon satisfaction of all requirements as set forth in the Satisfactory Academic Progress Policy.

**RETURN OF TITLE IV FUNDS**

Federal Pell Grants and Federal Stafford Direct Loans are known as "Title IV Funds" or "Federal Financial Aid." Federal financial aid is disbursed based on student enrollment and attendance status and Satisfactory Academic Progress. Funds are awarded and disbursed in two payments periods each academic year (please refer to TUI’s definition of academic year). A student’s first payment period consists of the first two consecutive sessions of enrollment and half of the credit hours of the academic year (12 credits for undergraduate students and 8 credits for graduate students). The second payment period begins with the session following successful completion of the first payment period. This normally would be the third consecutive session of enrollment when students meet SAP requirements. Trident University disburses funds on the student’s behalf after they have completed module 1 of the first session in each payment period to apply to the student’s tuition and/or cost of attendance. When a Title IV recipient ceases enrollment in all courses of a payment period before the end of the payment
period or fails to successfully complete all required credits, the student may be ineligible for a portion of the Federal student aid awarded and disbursed for that payment period.

To determine if any federal funds must be returned, the TUI Financial Aid Department will complete the Federal Return to Title IV (R2T4) Worksheet provided by the U.S. Department of Education. This worksheet is used to calculate the portion of the federal funds earned by the student and the portion (if any) to be returned (unearned by the student) to the Department of Education based on the student’s last date of attendance. Attendance at our institution is defined as academic-related activity, such as submission of written assignments and threaded discussion postings or both. Course logins and reading assignments are not used in the determination of a student’s last date of attendance. In particular, a student earns the federal student aid funds awarded on a prorated basis according to the percentage of the payment period the student completed based on the students completion of assigned coursework.

The last date of any academic-related activity is used to calculate the percentage of days completed in the payment period, which is equivalent to the percentage of aid for which the student is eligible. If the student has an incomplete in the course(s) and does not enroll in the subsequent session, the session end date will be used as the last date of activity. For officially withdrawn students, the date of withdrawal will be used to determine the percentage of the payment period completed. The percentage of unearned aid will be returned. Once it is determined that a student who has received Title IV funds is no longer enrolled prior to the end of the term and the worksheet is completed, the Finance Department will send to the student the following notifications:

- A complete description of the return policy with which the University must comply
- A dated letter disclosing return amounts and payment period information
- A copy of the student’s Federal Return to Title IV (R2T4) form (upon request).

**DETERMINATION OF AMOUNT FOR FEDERAL STAFFORD DIRECT LOANS**

The amount of loan eligibility for any TUI student will be determined based on the average cost to attend the degree program, as determined by the Financial Aid Department, with appropriate reductions by the sum of:

- Any anticipated military tuition assistance
- Any anticipated Pell Grants
- Any other estimated financial assistance including scholarships, and
- Expected family contribution (EFC) from the FAFSA for subsidized loan eligibility.

The remainder will be compared to the Title IV limits for loans to determine the maximum amount of loan eligibility for the student based on grade level.

**EXIT COUNSELING**

When a TUI student loan borrower ceases enrollment in the University, the student will receive exit counseling documentation. This will include students exiting for any reason, including:

- Students who complete their degree program.
- Students who voluntarily leave their degree program before the end of their degree programs.
- Students who are denied continuation in their degree program because of unsatisfactory academic performance.
• Students who are not enrolled in the current session, including students who may be completing courses from prior sessions with approved extensions and grades of ‘Incomplete’.

The TUI Registrar and Financial Aid Department will identify and report all such students each session and provide an exit counseling email with a link to complete the exit counseling electronically. The exit counseling will include:

• A sample loan repayment schedule passed on the total indebtedness incurred while at TUI
• Available options for loan repayment to include the standard, extended, graduated, and income-contingent or income sensitive plans
• Information on loan consolidation
• Debt management strategies
• Deferment, forbearance and cancellation options
• The borrower’s responsibilities to keep in touch with the lender and make notification of any change of status
• A clear statement of how to contact TUI regarding these issues
• Certain entrance counseling topics such as consequences of default, the importance of repayment obligation, the use of the master promissory note and stressing that repayment is required regardless of educational outcome or subsequent employment
• Information about the Student Financial Aid Ombudsman’s office
• Contact information about the lenders
• Advisement on preparation of correspondence to the lender including deferment requests.

In addition, the TUI Financial Aid Department will obtain from the student any change in the student’s personal information such as name, address, driver’s license number, addresses of references, and name and address of employer or anticipated employer.

**PAYMENT OF CREDIT BALANCE STUDENT ACCOUNTS**

When Title IV funds are received by TUI, students are notified electronically, via EFT notification, of all federal student loan disbursements. Students may cancel or decline those awards. If the total Title IV funds received is greater than the TUI charges on the students account for tuition and fees, a credit balance exists. Students must complete a Credit Balance Authorization Form to indicate how credit balances should be handled. Options include holding funds in the student account for application to future charges; return funds to the lender to reduce student’s debt; or issue a credit balance check to the student. If the student selects to receive the credit balance, TUI will issue a check to the student for the credit balance within 14 days of the date funds were credited to the student’s account. Students should therefore be vigilant about informing TUI of any address changes.

**LOAN CANCELLATION**

When TUI credits any student’s account with loan funds, the student will receive notice of the following:

• The date and amount of the disbursement.
• The student’s right to cancel all or a portion of the loan and to have the loan proceeds returned to the lender.

• The procedures by which the student must notify TUI that he/she wishes to cancel the loan or loan disbursement. This notice will be sent no earlier than 30 days before and no later than 30 days after the student’s account is credited.

These notices may be sent to the student either in writing or electronically; but if sent electronically, a record of the receipt of the notice will be maintained. If a student notifies TUI that the student wishes to cancel all or a part of a loan, TUI must return and cancel the loan within 14 days of receiving the student’s written notice. TUI must inform the student either in writing or electronically as to the outcome of any request for loan cancellation.

**GRADES**

In order to maintain good academic standing a student must demonstrate satisfactory progress toward completing his or her degree. This progress is measured by assigning grades and computing session grade point averages as well as overall grade point averages for all work completed at TUI.

**GRADING AND ACADEMIC PERFORMANCE**

TUI uses the following grading scale:

- **A** = 4 grade points per semester credit
- **B** = 3 grade points per semester credit
- **C** = 2 grade points per semester credit
- **D** = 1 grade point per semester credit
- **F** = 0 grade points per semester credit
- **W** = Withdrew. Assigned to course(s) after the add/drop period, not included in the grade point average computations.
- **PR** = in progress (Issued ONLY to 699 and 700 level courses in doctoral programs, not included in GPA calculation)
- **I** = Incomplete.

In addition to the grades listed, grades of A-, B+, B-, C+ and C- can be assigned as final grades by instructors. The “+” adds .333 and the “-” deducts .333 from the associated numeric grade (e.g., a C+ grade is worth 2.333). There is no A+, D+ or D- grade at TUI.

The following numeric grade values are assigned for each credit:

- **A** = 4.0, **A-** = 3.666
- **B+** = 3.333, **B** = 3.0, **B-** = 2.666
- **C+** = 2.333, **C** = 2, **C-** = 1.666
- **D** = 1 (barely passing for undergraduates)
- **F** = 0 (fail)
All grades other than an “F” grade are considered passing grades for undergraduates.

**GRADE CHALLENGES**

It is the right of every TUI student to challenge or appeal grades that have been posted on their student record. However, students are required to follow published policies and procedures for formal grade challenges and requests for grade changes. Below is an outline of these policies and procedures.

**MODULAR ASSIGNMENT GRADES**

The following policies and procedures apply to all challenges to grades awarded for modular assignments:

1. A challenge to a modular assignment grade must be submitted to the professor of record for the course within five business days after the student receives the official assignment grade notice.
2. The professor shall issue a formal response to the modular grade challenge within five business days of receipt.
3. If approved by the professor a grade change will be reflected in the course record.
4. Grade challenges denied by the professor may be appealed to the Faculty Lead within three business days after the student receives the formal response from the professor.
5. The Faculty Lead shall issue a formal response to the assignment grade appeal within five business days of receipt. This response shall be copied to the professor. If approved by the Faculty Lead the appropriate grade change will be reflected in the course record.
6. The decision of the Faculty Lead may be appealed to the Program Director (or designee) for blind review within two business days, but only if an assignment grade adversely impacts the course final grade. Otherwise, the decision of the Faculty Lead on an assignment grade challenge is final.
7. Students choosing to appeal the decision of the Faculty Lead acknowledge and agree that the final grade after appeal might be: the same grade as prior to the appeal; a higher grade; or a lower grade than that assigned by the course professor.

**FINAL COURSE GRADES**

The following policies and procedures apply to all challenges to final course grades:

1. A grade challenge must be submitted to the professor of record within five business days after the official final grade notice.
2. The professor shall issue a formal response to the grade challenge within five business days of receipt.
3. Grade challenges denied by the professor may be appealed to the Faculty Lead within three business days after formal response from the professor.
4. The Faculty Lead shall issue a response to the appeal within five business days of receipt.
5. If approved by the Faculty Lead, a grade change recommendation shall be submitted to the Office of the Registrar.
6. In the event of denial by the Faculty Lead the student may appeal to the Program Director (or designee) of the appropriate program.

7. Any appeal to the Program Director shall be submitted within three business days of the response from the Faculty Lead. The student’s appeal to the Program Director must include the following:
   a. A statement clearly identifying the course, the course number, the session and the professor.
   b. The reason for the challenge and all relevant facts and documentation to allow the Program Director (or designee) to make a decision concerning the challenge.

8. The burden of proof for all grade challenges or appeals rests with the student who must clearly demonstrate that the grade being challenged or denial of earlier challenges were the result of error or discrimination, or were otherwise arbitrary or capricious.

9. The Program Director (or designee) may subject the student’s coursework to blind review and shall respond to the student in writing within ten business days of receipt of the student’s appeal.

10. Students choosing to challenge a course grade acknowledge and agree that the final grade following a grade appeal might be: the same grade as prior to the appeal; a higher grade; or a lower grade than that assigned by the course professor.

**GRADE PETITION FOR EXTRA-ORDINARY CIRCUMSTANCES**

TUI recognizes that students face unforeseen special, extra-ordinary or extenuating circumstances in their lives that adversely impact their ability to complete and submit course requirements timely. TUI is committed to work with students facing such circumstances to identify appropriate and flexible solutions to ensure successful completion of educational objectives. In the event of special, extra-ordinary or extenuating circumstances leading to a failing grade in a course, students may submit a formal grade petition requesting an opportunity to submit missing work for a grade change. The following procedures apply to all grade change petitions:

1. A grade change petition must be submitted through the automated process in the Student Services System within 30 days of posting of the course final grade.

2. The petition must be supported by documentation of special, extra-ordinary or extenuating circumstances.

3. The Program Director (or designee) shall review the petition and supporting documents, consider the academic record of the student and render a decision within five business days.

4. If approved, the student will be permitted to submit missing coursework required to complete the course objectives within a specified timeline.

5. The course professor will review and assign appropriate grades to the new submissions.

6. Upon completion of the assignments, the professor shall post a final grade within five business days.

7. Students acknowledge and agree that approval of a grade change petition is not guaranteed.

8. Students further acknowledge and agree that the final grade will depend on the quality of the assignments submitted and that approval of a grade change petition does not guarantee a passing grade.

9. Approval of the grade petition does not alter a student’s obligations under any tuition assistance program or financial aid agreement.
10. Denial of any grade petition may be appealed to the college Dean within five business days. The Dean shall render a decision within five business days. The decision of the Dean on all grade petition appeals shall be final.

**Cancellation of Failed Grades, Repeating Courses**

Subject to the conditions set forth below, students who receive a failing grade in a course may repeat that course. If a passing grade is achieved in the repeated course, the passing grade may cancel the prior failed grade and be computed in the GPA in place of the original grade.

The conditions for the repeat and cancel of failed grades are as follows:

1. Repeated course(s) must be taken at TUI in order to cancel the failing grade(s);
2. Courses failed as a result of violations of the Academic Integrity Policy are NOT subject to cancellation; however, the course may be repeated at TUI.
3. Students repeating a class multiple times may cancel failed grades in the same course up to the maximum allowed by this policy.
4. The student’s official transcript will reflect all courses; however, the cancel course will be designated with an “R” to indicate that it was repeated.
5. Students may NOT cancel prior failed grades by simply changing concentrations or programs.
6. A maximum of three failing grades (whether the same course three times or 3 different courses) at the undergraduate level may be repeated with the related grades canceled.
7. A maximum of two failing grades (whether same course twice or 2 different courses) at the master’s level may be repeated with the related grades canceled.
8. One failing grade at the Ph.D. program may be repeated with the related grade canceled. However, a Ph.D. student who receives a failing grade in DBA699, DHS699 or DEL699 may repeat that course twice.
9. Exceptions to the number of repeat and canceled courses based on extraordinary or extenuating circumstances will be considered by the College Dean or designee. Requests must be submitted in writing and accompanied by supporting documentation or evidence.
10. Students may formally appeal decisions on the number of repeat and canceled courses to the Provost or designee. Appeals must be submitted in writing within five business days and must be accompanied by supporting documentation or evidence. Other terms and conditions of this policy are not subject to exception or appeal.

**Grading Honors Recognition**

TUI offers graduation with honors for undergraduate and master’s degrees students as follows:

- Cum Laude - Students with a cumulative GPA of 3.4 through 3.59.
- Magna Cum Laude - Students with a cumulative GPA of 3.6 through 3.79.
- Summa Cum Laude - Students with a cumulative GPA of 3.8 and above.
INSTITUTIONAL REVIEW BOARD

TUI has a standing committee known as the Institutional Review Board (IRB). This board exists for the protection of human subjects and requires those students and faculty conducting research involving human subjects to submit their research proposals for review. Among others, the charge of the IRB is to ensure adherence to federal, state and local regulations; as well as established ethical principles including respect for persons, beneficence, and justice, as enunciated by the Belmont Report put out by the U.S. Department of Health and Human Services.

Respect for persons as an ethical principle includes an appreciation of persons as independent beings capable to voluntarily decide whether or not to choose to participate in research.

The IRB also addresses the issues of safeguarding individuals unable to make informed decisions, such as children or those not competent to understand the benefits or risks resulting from research. The IRB also considers procedures to ensure confidentiality of subjects. In research involving children federal guidelines mandate the use of parental consent forms and assent forms for the minor.

Beneficence regarding research is concerned with protecting subjects from harm and acting in the best interest of research subjects.

In order to prevent harm the IRB requires the researcher to carefully consider and analyze the risks and benefits of their study and then formally address them individually. The IRB Committee then has the responsibility to determine if these potential risks and benefits are clearly spelled out for both the IRB and potential subjects; and whether the research can be approved based upon the listed risks and benefits analysis.

Justice as an ethical principle to be considered in human subject studies refers to the fact that subjects have the right to be aware of the potential risks of research when they are asked to participate.

It also asks the researcher to consider who or which group will benefit from the proposed research. The researcher needs to ensure that potential risks are not being taken by only one segment of the population for the benefit of other larger groups of individuals.

MEMBERSHIP

The IRB membership shall include no less than five members appointed by the Provost. Appointments are for two years. The membership shall include one faculty member from each of the colleges offering a Ph.D. program (recommended by the appropriate Dean and approved by the Provost), one staff member (appointed by the Provost), and one member, not otherwise associated with the University, representing the community. The Provost shall appoint the Chair of the IRB. The IRB shall propose guidelines and forms for exempt, expedited, regular and full reviews to be approved by the Provost. The IRB shall also propose amendments to guidelines, procedures and processes consistent with federal regulations and university policy.

THE PROCESS

All research projects at TUI performed by any member of TUI community (students, faculty, staff, or administrators) that includes the collection of data through intervention or direct interaction with identifiable individuals or the collection of identifiable private information will be referred for review by TUI Institutional Review Board (IRB). **No research on human subjects’ data may be collected absent IRB exemption or approval.**
Candidates must complete the IRB application and submit relevant supporting documents as outlined in the application. Supporting documents include but are not limited to prior or external IRB approvals, consent form, survey instrument and contact letters.

The timetable for review will vary depending on the nature of the study and issues of concern as well as the extent to which supporting documents have been provided. In order to reduce delays, candidates are urged to ensure that the application form is fully completed and all relevant supporting documentation is submitted.

**REVIEWS**

The decision, whether or not a research project is exempt or subject to IRB review following the aforementioned criteria, shall be made by the Chair of the IRB. The Chair of the IRB will keep a file on all decisions for IRB referrals or exemptions.

Expeditied reviews may be performed by the IRB Chair, appropriate IRB member for his or her respective college or by the Provost for research outside the Colleges. A written report will be submitted to the Chair of IRB for each expedited review followed by a formal recommendation of the IRB to the Provost.

All regular and full reviews will require the IRB quorum (three members) and be completed within two weeks from the time that the referral was sent to IRB. For each review the IRB can recommend approval, approval with amendments, request further information, or denial. All recommendations by IRB including minutes (where appropriate) from the meetings shall be forwarded to the Provost for confirmation.

In the event that approval of a research project is denied, and the applicant refuses to reapply, the recommendation of the IRB may be appealed by formal petition to the Office of the Provost. The Provost shall render a decision within one week from the date of submission of the petition. The decision of the Provost shall be final and binding.

**INSTRUCTIONAL SESSIONS**

TUI operates with four main sessions (Fall, Winter, Spring and Summer) and four inter-sessions (November, February, May and August) overlapping the main sessions. Each session is 12 weeks in duration. A full time load at the undergraduate level is considered to be 2 courses or 8 semester credit hours per 12-week session. A full time load at the graduate or PhD level is considered to be 1 course or 4 semester credit hours per 12-week session.

**LEAVE OF ABSENCE**

It is the experience of TUI that students who pursue an uninterrupted course of study have the highest probability for successfully completing their degree programs. Those students are also the best performers in their degree program and receive the maximum benefits from their learning experience. TUI also realizes that adult learners face unforeseen circumstances in their lives requiring temporary breaks in enrollment or interruption of their program of study.

Generally, when professional or personal obligations will prevent students from enrolling in any given session, a formal request for a Leave of Absence (LOA) must be submitted through the TUI Student Services System. Students must be currently enrolled in order to be eligible for an LOA. Students not officially or conditionally admitted to TUI are not eligible for a leave of absence.
The request for a leave of absence must include the reason for the leave and the session or sessions for which the leave is requested. The only exception is in extraordinary circumstances. Request for exception must be received and approved prior to the module 1 due date in the session for which the LOA is sought. In the event a student is incapacitated and unable to provide advance notice, a family member or other authorized individual may make the written request, or the student may make the request at the earliest opportunity. The request will be approved if all requirements for the LOA are met and there is a reasonable expectation the student will return from the LOA.

Requests will be considered and status changes will be approved on a case by case basis. In approving the LOA, the deciding official must conclude there is reason to believe the student will return at the conclusion of the LOA. Approval of the request will be communicated to the student in writing, with a copy kept in the student’s file. The approval will set forth the LOA start date as well as the official return date.

When circumstances leading to the LOA impact an active or current session, a grade of Incomplete and extension may be sought for the current course(s). (See TUI’s policy on Extensions and Grades of Incomplete). If the extension request is approved, the student must complete the course(s) by the deadline and return as an active matriculating student by the LOA Return Date.

Leaves of Absence are limited to a maximum of 180 days in any 12 month period including breaks and holidays. Pursuant to the provisions of Title IV of the Higher Education Act, students on federal financial aid are urged to first contact their financial aid advisor regarding impact of the LOA on their eligibility.

During the Leave of Absence, students will not be considered withdrawn but may not apply for or receive federal financial aid (although if they have a credit balance, those funds may be returned to the student). TUI will not assess any additional charges to the student’s account while the student is on an approved LOA.

Failure of financial aid students to return to active status by the LOA return date will be considered a withdrawal as of the date the LOA began. This may subject financial aid students to return of aid previously disbursed. If a student is deemed as withdrawn and has federal student loans, the 6-month grace period on repayment will have begun on the first day of the LOA.

All students who are deemed as withdrawn must submit a request for reinstatement or readmission.

The following reasons support the application for a LOA (though others may be considered):

- A medical condition of the student or a medical condition affecting a member of the student’s family that would be covered by the Family and Medical Leave Act (FMLA), including birth or adoption of a child;
- Military deployment;
- Jury duty for a sustained period;
- Or other situations which result in unavoidable breaks in class attendance, if approved by the University.
MAXIMUM TIME TO DEGREE

• The normal time to degree for an undergraduate degree is considered to be four (4) years. All requirements established for the completion of an undergraduate degree program must be completed within seven (7) consecutive years.

• The normal time to degree for a master’s degree is considered to be two and one-half (2-1/2) years. All requirements established for the completion of a master’s degree program must be completed within seven (7) consecutive years.

• The normal time to degree for a doctoral/PhD degree is considered to be six (6) years. All requirements established for the completion of doctoral/PhD degree must be fulfilled within nine (9) consecutive years. (Dissertation continuation for doctoral candidates may not exceed three years without written approval by the Director of the Ph.D. program and/or College Dean)

NOTE: The maximum timeframes exclude any approved leaves or other breaks in enrollment.

Undergraduate students receiving Federal Financial Aid must complete their program of study within the above time-frame with no more than 150% of the semester credit hours required for the program, as measured by attempted credits including transfer credits (for example, a student requiring 120 semester credits to graduate, may not attempt more than 180 semester credit hours including transfer credits).

MEDIUM OF INSTRUCTION

All courses at TUI are taught in the English language. This includes all content and course related materials.

TUI has created the Cyber Classroom available on the Internet. This Cyber Classroom is case and applications oriented, emphasizing a high level of interaction between professors and students and among students.

TUI ensures a high quality learning experience by utilizing synchronous as well as asynchronous learning modalities creating a complete interactive learning process with an instructor controlled environment.

PROTECTION FROM SEXUAL ASSAULT OR HARASSMENT

GENERAL POLICY

TUI reaffirms the principle that its students, faculty, and staff have the right to be free from sexual assault/harassment by any member of the TUI community. In clarifying this policy, TUI attempts to ensure that no student, student applicant, employee or employee applicant is subject to sexual assault or harassment. Sexual assault/harassment of any kind and under any circumstance are reprehensible and are unequivocally prohibited at TUI. If an act of sexual assault or harassment occurs at TUI, the University will take such disciplinary actions as is deemed appropriate to the incident. If a member of the TUI community finds he or she is a victim of sexual assault or harassment he or she may register a report with the local police or pursue the matter through TUI’s internal procedures.

RIGHTS OF A VICTIM OF SEXUAL ASSAULT

A victim of sexual assault on campus has the right to the services and procedures listed in the paragraphs below. In addition, the victim has the right to lodge a complaint with local police, to obtain
sexual assault counseling, and to obtain medical care. Police may be contacted by telephone by dialing 911.

Sexual Assault Counseling may be obtained at: 24 Hour Crisis Hotline: (714) 957-2737.
Emergency medical care may be obtained locally at:

Los Alamitos Medical Center
3751 Katella Blvd.
Los Alamitos, CA
Telephone 714-826-6400

OPERATING PROCEDURES

If you believe that you have been harassed by any member of TUI, or you believe that someone else is being harassed, you must promptly report the facts of the incident(s) to the Human Resources Department, the Chief Compliance Officer, or the President of TUI:

1. Make your complaint in writing, if possible; however, a verbal complaint can be made as well. You may report such activities even though you were not the subject of the alleged harassment.
2. Include as many factual details as possible which may include names of people involved, names of witnesses, and dates of incidents of objectionable behavior.
3. An investigation of all reported incidents of alleged harassment and/or retaliation will be conducted by TUI in a discreet manner.
4. Where evidence of harassment or retaliation is found, disciplinary action, up to and including termination of employment, or expulsion may result.

RETENTION OF STUDENT RECORDS

It is the policy of TUI that all formal student records will be maintained in the office of the University Registrar. The information that will be retained includes:

- Date of application for admission by the student
- Disposition of application for admission
- Official degree plans issued
- Official transcripts for credits transferred in and for prerequisite degrees
- Dates of attendance and courses in which the student was enrolled
- Grades assigned for all courses in which the student was enrolled
- Details on academic probation, if any
- All credits transferred from any source other that TUI
- Details on degree(s) awarded
- Enrollment and degree verification
- Application and certification for VA Benefit
These records are currently maintained at:

5757 Plaza Drive,
Suite 100,
Cypress, California 90630.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

In compliance with FERPA, TUI will require written permission from students in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials* with legitimate educational interest**
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena***
- Appropriate officials in cases of health and safety emergencies, and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

* TUI considers “school official” to include faculty members, administrators, board members, advisors, support or clerical staff, information technology staff, and a contractor, consultant, volunteer or other party to whom TUI has outsourced institutional services or functions including research studies.

** TUI considers a school official to have a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

***Under certain circumstances TUI will make a reasonable effort to notify the student of an order or subpoena in advance of compliance, so that the student may seek protective action.

TUI may at any time, without consent, disclose "directory" information such as a student's name, address, email address, telephone number, date and place of birth, program of interest, date of inquiry, dates of attendance, status and/or degree received, if any including honors or awards. TUI also considers student images (photographs, videos or other media containing a student’s image or likeness obtained at various events or functions) as directory information and uses such student images in efforts to promote the University and publicize its activities. Please contact the University at registration@trident.edu if you DO NOT wish TUI to disclose directory information or images related to you.

Under FERPA, students also have the right to:
- Inspect and review their education records;
- Seek amendment of inaccurate or misleading information in their education records;
- Consent to most disclosures of personally identifiable information from education records.
Requests pertaining to education records must be directed to office of the Registrar at (registration@trident.edu).

Complaints of alleged compliance violations may be addressed to:

Family Policy Compliance
Office US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
Phone: (202) 260-3887

Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contains specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
  - Relevant dates, such as the date of a request or a disclosure and the date the student learned of the alleged violation
  - Names and titles of those school officials and other third parties involved
  - A specific description of the education record around which the alleged violation occurred
  - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls, and copies, or both of any correspondence exchanged between the student and the school regarding the matter
  - The name and address of the school, school district, and superintendent of the district
  - Any additional evidence that would be helpful in the consideration of the complaint.

**Satisfactory Academic Progress - Academic Warning and Academic Disqualification**

Students are expected to remain actively engaged in their academic work and maintain the following minimum grade point averages.

- Students in the undergraduate programs must complete each undergraduate course with a grade of "D" (1.0) or better and maintain a cumulative GPA of 2.0 (C) or better for all coursework applying toward the degree.
- Students in the graduate (Master) programs must complete each graduate course with a grade of "B-" (2.666) or better and maintain a cumulative GPA of 3.0 (B) or better for all graduate level coursework applying toward the degree.
- Students in the doctoral degree programs must complete each doctoral course with a grade of "B" (3.0) or better and maintain a cumulative GPA of 3.0 (B) or better for all courses applying toward the degree.

Satisfactory academic progress (SAP) will be measured and evaluated after each session. Students who receive failing grades or who fail to maintain the required grade point average for their respective degree programs will receive formal notice of an academic warning via email from the Office of the Registrar. The notice will identify the requirements to be met by the student in order to be removed from warning status. The requirements may include repeating failed courses and raising the cumulative
GPA above the minimum required for graduation from the program, or both. A copy of the notice will become part of the student’s permanent file.

If all other requirements are met, financial aid students may be eligible for disbursements while on academic warning status. Financial aid students who fail to meet SAP after the academic warning period are subject to losing their eligibility to receive additional funds. Students may re-establish financial aid eligibility upon repeating failed courses and/or raising the cumulative GPA above the minimum required for graduation from the program.

The performance of students on academic warning will be reviewed every session. When the academic performance requirements have been met, the student will be removed from academic warning. A formal notice will be sent to the student via e-mail from the Office of the Registrar. A copy of this notice will become part of the student’s permanent file.

Students with multiple failed grades will be subject to academic disqualification. Approval of academic disqualification will be based on factors including, but not limited to, the number of failed grades, the student’s overall past academic performance, the level of academic deficiency, and the student’s probability of achieving satisfactory academic standing within a reasonable time frame consistent with TUI’s policy on the maximum timeframe for completion of a degree. Notice of academic disqualification will be sent to students by the Office of the Registrar and will become part of the student’s permanent record.

Academically disqualified students may submit a one-time request for reconsideration and readmission to the Office of the Dean of their respective college. The College Dean or designee will render a decision on the request within five business days. Approval of readmission does not guarantee financial aid eligibility.

**STATEMENT ON DIVERSITY**

As forged by its mission and innovative vision, TUI’s unique and distinctive character, ensures an uncompromising commitment to offering access to affordable higher education to all individuals who meet the criteria for admission, regardless of age, gender, cultures, ethnicity, socio-economic class and disability. At all times, TUI shall strive to ensure equitable representation of all diverse groups in its student body. TUI’s diverse administration, faculty and staff shall be equally dedicated to the success of all students. The diversity of TUI administration and faculty shall help enrich curricula while a diverse staff shall serve students with sensitivity to special needs. TUI also encourages the diversity of educational content. To this end, TUI professors are free to develop courses using and present in their courses diverse sources of content and viewpoints in all topics and disciplines.

**STUDENTS WITH DISABILITIES**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 and subsequent amendments protect qualified individuals from discrimination based on their ability.

Individuals with disabilities are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a record of, or who are registered as having a physical or mental impairment that substantially limits one or more major life activities are also covered. Major life activities include caring for one’s self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Temporary conditions lasting less than six months are not considered as a disability.
It is the policy of TUI to not deny access, by a qualified individual with a disability, to or participation in, any aspects of educational activities and services. It is also the policy of TUI to offer reasonable accommodation in the form of modification or adjustment that will enable a qualified student with a disability to participate in the educational activities and services. Given the pedagogical model and the online nature of coursework at the institution, accommodations for extended time for completion of assignments and modules are available. The ADA does not require modifications or adjustments that would fundamentally alter the nature of the education or the learning outcomes of a course or degree program being sought, lowering the academic standards or compromise the integrity of the school, department, or program. All inquiries, requests, claims or complaints by students or prospective students must be directed to the TUI University Office of Compliance following the procedures for verifying disability and requesting accommodations.

NOTE: the ADA does not require modifications or adjustments that would impose an undue hardship on the institution. Undue hardship includes any action that is unduly costly, extensive, or disruptive.

**PROCEDURES FOR VERIFYING DISABILITY AND REQUESTING ACCOMMODATIONS**

Any student requesting reasonable accommodations must first provide to the University Office of Compliance documented proof of the claimed disability using the [Trident University International Verification of Disability form](#). The form must be completed in its entirety providing:

- Claimant’s name and date of birth
- Name and contact information of physician or other professional verifying disability
- Information about diagnosis and prognosis, as well as functional limitations resulting from the disability
- Clear statement of the accommodations being requested including accommodations suggested by the physician or other professional.

Requests for accommodations will be considered by the University Office of Compliance after careful consideration of the information provided with analysis of the following:

- Whether the information provided is current
- Whether the information is sufficiently detailed
- Whether the provider identified has sufficient expertise
- Whether the request is reasonable
- Whether the requested accommodation represents a fundamental alteration or imposes an undue hardship
- Whether alternative accommodations suffice.

The University Office of Compliance, after consultation with the appropriate Dean, Program Director and/or faculty, will render a decision on student requests for accommodations. Any appeals or requests for exceptions must be directed to TUI’s Chief Compliance Officer.

**TEACH-OUT**

It is the policy of TUI to ensure the viability of each and every one of its program offerings by committing sufficient resources dedicated to start and sustain approved programs. It is also the policy of TUI to ensure that no program is terminated or closed without proper and timely notice to students, faculty
and staff. Decisions on continuation or termination of a program will be made only after formal review and careful consideration of findings.

In the event a decision is made to terminate a program, to the extent possible, TUI will ensure the equitable treatment of students and will make every good faith effort to assist students in completing their respective programs by offering courses until each existing student enrolled in a program completes the program. No new students will be admitted to the program, reinstated and readmitted students may be required to choose an alternative program.

Upon the unlikely occurrence of any of the following, TUI will submit to WASC and the Commission for its prior approval, a teach-out plan or appropriate agreement as follows:

- The Secretary of Education notifies WASC that the Secretary has initiated an emergency action against TUI in accordance with section 487(c)(1)(G) of the HEA or an action to limit, suspend, or terminate Trident University International’s participation in any Title IV, HEA program, in accordance with section 487(c)(1)(F) HEA, and that a teach-out plan is required.
- WASC acts to withdraw, terminate, or suspend accreditation or candidacy of TUI.
- TUI notifies WASC that it intends to cease operations entirely or close a location that provides one hundred percent of at least one program.
- A state licensing or authorizing agency notifies WASC that TUI’s license or legal authority to provide an educational program has been or will be revoked.

The teach-out will be a written plan developed by TUI that will include among others:

- Last date of classes
- Date of closure
- Arrangements for disposition of all student records, including educational, accounting and financial aid records
- An explanation, accompanied by appropriate supporting documentation and timelines of how TUI will notify students of closure and/or the teach-out
- Procedures to ensure that the education and services provided to students will not be materially disrupted and that obligations are timely met.

When appropriate, TUI will submit to WASC and the Commission a teach-out agreement with another institution accredited by a nationally recognized accrediting agency. The teach-out agreement will:

- Be consistent with applicable standards of accreditation and Commission Policies;
- Provide for the equitable treatment of students by ensuring that the teach-out institution has the necessary experience, resources, and support services to provide an appropriate educational program. Such as program must be of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by TUI, to remain stable, carry out its mission, and to meet all obligations to its existing students.
- Ensure that the teach-out institution can provide students access to the program and services without requiring them to move or travel substantial distances.
- Provide for notification of another accrediting agency if the teach-out institution holds accreditation from that agency, and
• Specify additional charges, if any, levied by the teach-out institution and provide for notification to the students of any additional charges.

TRANSPORT OF CREDITS

Credits are considered for transfer from any regionally or nationally accredited college or university, as well as ACE, CLEP, DANTES, CAEL and Excelsior. Decisions on the transfer of credits are ultimately at the discretion of the College Deans or designees. TUI may also accept foreign credits for transfer with appropriate foreign credential evaluation by a recognized agency. Students may refer to www.naces.org to select an evaluation agency. Students are urged to review the specific policy statement applicable to each degree program regarding maximum transferable credits to the program and concentration, or both.

TUI has adopted the following conditions and procedures for transfer of credits:

• Students are required to provide official transcripts of ALL prior academic work without exception.
• Prior academic work will be articulated during the admission process.
• All courses, whether applied to a program or general elective in transfer will be posted to the student’s permanent record.
• Transfer credits will not be included in the calculation of overall GPA.
• At the undergraduate level a student may transfer in academically transferable credit no matter the date of completion. Where the content of a course is deemed outdated or no longer equivalent or relevant by the College, the credits for that course will transfer as general elective credits only.
• Graduate coursework submitted for transfer must have been completed within the prior seven (7) years unless the content is deemed outdated or no longer equivalent or relevant by the College.
• Students may formally appeal transfer decisions to the Provost or designee. Appeals must be submitted in writing within 5 business days and must be accompanied by supporting documentation or evidence.

MILITARY CREDIT

TUI grants undergraduate credit for military education as recommended by the American Council on Education's (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services. This is in accordance with transfer credit policies at the University. Students may request evaluation of military credit by submitting official AARTS or SMART transcripts to the Office of Admissions.

Transcripts may be obtained through the appropriate homepages at: ARMY (AARTS) - aarts.army.mil/, or NAVY/MARINES (SMART) - smart.navy.mil/. Transcripts from the Community College of the Air Force (CCAF) - www.au.af.mil/au/ccaf/transcripts.asp, and US Coast Guard Institute - www.uscg.mil/hq/cgi/ are also available for order.

Additional informational links to other service pages can be found on the ACE website (www.acenet.edu/AM/Template.cfm?Section=Home). Choose "Programs and Services" from the top menu and then "Military Programs".
Credit will be granted for military coursework if deemed academically transferable at the university level. Credit for military occupation specialty will only be awarded for primary/rating status with duty dates posted and served in excess of one year. No credit is awarded for any secondary status. Unless already articulated to a course(s) at TUI, military duty as outlined above will be accepted to TUI as undergraduate general elective credit with a maximum of 28 semester hours from military occupational specialty under TUI's Professional, Technical and Vocational Credit policy. Military duty directly articulated to a course will not count towards the 28 credit maximum.

To receive credit, all official documents, including military transcripts, must be submitted to TUI.

**PROFESSIONAL, TECHNICAL AND VOCATIONAL CREDIT**

TUI recognizes the value in the variety of ways in which learning occurs. There are some limits, however, to the types of credits that can be used toward graduation. Professional, Technical and Vocational credits earned with passing grades will be accepted as undergraduate general elective credits, up to a maximum of 28 semester hours and upon approval by the College Dean or designee.

**BLOCK TRANSFER POLICY**

Students who have earned ACE-evaluated military credit or other credit that does not have a direct equivalency at Trident University International may be awarded block transfer credit. This credit may be used to satisfy program and/or University requirements if relevant and approved by the College Dean. This policy does not supersede the transfer credit limits set forth in the Military Credit or Professional, Technical and Vocational Credit policies.

**UNITED STATES CONSTITUTION DAY**

TUI celebrates United States Constitution Day on September 17th of each year. For additional information about Constitution Day please visit the following websites:

memory.loc.gov/ammem/collections/continental/
www.archives.gov/exhibits/charters/charters.html

**VOTER REGISTRATION**

The Higher Education Act of 1998 has a provision that every college and must have enough voter registration forms on hand to register the campus 120 days prior to the election. Recognizing that all TUI students are in remote locations across the nation and the globe, compliance with the specifics of the Act is nearly impossible. Thus, it is the policy of Trident University International to make a good faith effort to comply with the requirements of the Act by providing information regarding voting and voter registration.

Presidential elections are held every four years on the Tuesday after the first Monday of November. There may be additional primary elections in your town or state. Students are urged to check with their local elections officials for further information regarding voter registration, where and how to vote, etc. The official responsible for voting is the Secretary of State (or similar) of your state of residence. Remember that you can only register at one location.
Note that pursuant to Help America Vote Act (HAVA) first-time voters will be asked to show photo identification with address on the identification to prevent voter fraud, and to ensure that voters who are eligible to vote will have their votes counted.

Students who have yet to register to vote may choose to register to vote using the following link: www.fec.gov/votregis/vr.shtml

**Withdrawal**

Students who wish to withdraw from the University, an ongoing session or a course in an ongoing session after the published drop deadline, must submit a request in writing to the Office of the Registrar. If approved after review, the student will be deemed as officially withdrawn with a grade of ‘W’ assigned for the course(s) in an ongoing session. Such request can only be made prior to the official ending date of the session and will not be considered retroactively. Students requesting to withdraw will be responsible for all applicable tuition and fees.

Students receiving financial aid under Title IV of the Higher Education Act will be notified of any applicable return of financial aid funds required as a result of the withdrawal. If the return of funds creates a balance due on the student’s account the student will be solely responsible for the account balance.

For students who withdraw and have federal student loans, the 6-month grace period on repayment will begin on the first day following the withdrawal.

**Unofficial Withdrawal**

Students receiving financial aid will be deemed as an “Unofficial Withdrawal” when they have any unapproved break in enrollment (failure to enroll for a subsequent session) or unexcused cessation/interruption of academic activity (failure to complete a course timely). Such students will be subject to partial return of financial aid already received. Students will receive a notice informing them of the Return to Title IV Repayment calculation and billing process.

Students are urged to actively and regularly participate in their courses in compliance with the University policy on Academic Participation and Substantive Interaction.

Students receiving or applying for financial aid are urged to consult with their financial aid advisor regarding approved breaks in enrollment and requirements for course completion.

**Military Withdrawal**

The grade of Military Withdrawal (WM) may be assigned to students who request to withdraw from a course after the drop deadline due to military obligations (deployment, training, etc). Specific documentation is required in order for a military withdrawal request to be considered. The supporting documentation from the Commanding Officer MUST:

1. Confirm that military obligations require withdrawal from the course(s), AND
2. Clearly state the understanding that by requesting the grade of WM, the TA funds will not be refunded to the military (consistent with our policy for grades of “W”), AND
3. Confirm that the military will NOT seek recoupment of tuition assistance (TA) from the student.
It is the responsibility of the student to provide the required documentation.

Students using military TA who have also received financial aid under the Title IV federal financial aid program are not eligible for a military withdrawal and must comply with all applicable federal regulations pertaining to withdrawal from a course or program.

**FAILURE TO RETURN FROM APPROVED LEAVE OF ABSENCE**

Students who fail to resume their program of study following an approved Leave of Absence will also be deemed as withdrawn as of the first day of the leave of absence which may subject the student to return of financial aid. For students who are withdrawn and have federal student loans, the 6-month grace period on repayment will have begun on the first day of the LOA.

**READMISSION AND REINSTATEMENT**

Students wishing to resume their studies at TUI following an unapproved absence of less than a year may be reinstated upon request under the same academic status, provided that the student was in good standing (meeting GPA requirements) at the time the absence began. No formal application process is required; however, students must inform the University and provide the Office of the Registrar all official transcripts of any academic credit earned or attempted at other institutions during their absence. Academically disqualified students are not eligible for reinstatement.

**ACADEMICALLY DISQUALIFIED STUDENTS**

Academically disqualified students may apply for admission to TUI after one year from the time of disqualification. Students are required to complete the admission process and provide all official transcripts of any academic credit earned or attempted at other institutions since disqualification.

**STUDENTS WITH UNAPPROVED ABSENCES EXCEEDING ONE YEAR**

Any student seeking to return to TUI after an unapproved absence exceeding one year may seek readmission by completing the admission process, including a new application. Students must inform the University and provide the Office of the Registrar all official transcripts of any academic credit earned or attempted at other institutions during their absence.

Readmission to TUI will be determined by the Registrar based on student status when leaving the institution including GPA, number of courses remaining, probationary status, etc. Notice of readmission will be sent by the Registrar to the student.

**WITHDRAWN STUDENTS**

Students officially withdrawn from the University who wish to return to TUI may seek readmission by completing the Admission process including a new application. Students must inform the University and provide the Office of the Registrar all official transcripts of any academic credit earned or attempted at other institutions while withdrawn. Students readmitted after withdrawal will be subject to the most current program requirements.
STUDENTS ON ACADEMIC PROBATION

Students may be readmitted or reinstated under academic probation if they have failed to maintain the required Grade Point Average (GPA) or have received failing grades towards the degree requirements. Readmission or reinstatement may be subject to conditions as established by the University or applicable college. Students are encouraged to seek advice from their admission or academic advisor prior to enrollment for any future sessions. Students under probation due to failing grades are required to begin repeating prior failed course(s) upon reinstatement.

READMISSION OF SERVICE MEMBER

To minimize the disruption to the lives of persons performing service in the uniformed services, allowing a student to return to the institution without penalty for having left because of such service, TUI will promptly readmit service members with the same academic status. Student Agreements for military students with breaks in attendance of five years or less will not be invalidated and a student’s activity will not be exclusively defined by taking courses with the home college.

- There will be no fee for students wishing to be readmitted. Students who reenter must provide any updated transcript information from all other institutions attended during the time of deferment or break in enrollment from TUI (including CLEP, AARTS, SMART, etc.).
- A service member will be promptly readmitted (in the next available session following student notification of intent to reenroll) with the same academic status prior to going into a deferred status.
- A service member will be entitled to rights and benefits they had prior to going into a deferred status.
- A service member will be readmitted to the same program unless the service member requests or agrees to admission to another program (if the program is no longer offered, the service member will be readmitted to the program that is most similar)
- A service member will be readmitted with the same tuition charges as when the service member left unless the service member’s military benefits will pay increases, if any, but never more than the institution is charging other students
- If a service member is not prepared to resume the program where the service member left off or is unable to complete the program, the institution must make reasonable efforts* (at no additional cost to the service member) to help the service member become prepared, or to enable the service member to complete the program including, but not limited to, providing refresher courses.
- A service member must meet the following criteria to be eligible for readmission:
  o Provide notice of absence for service;
  o Cumulative length of absences does not exceed five years; and,
  o Provides notice of the intent to return to TUI. *Please see DOE guidelines for clarification of the aforementioned criteria.

*Reasonable efforts are actions that do not place an undue hardship on the institution. An undue hardship exists if an action requires significant difficulty or expense when considered in light of the overall financial resources of the institution and the impact otherwise of such action on the operation of the institution.
DENIAL OF READMISSION

If TUI determines that there are no reasonable efforts to be taken to prepare the service member to resume at the point where the service member left off, or to enable the service member to complete the program, readmission may be denied. Please see DOE guidelines for clarification of the aforementioned criteria.

TERMINATION OF READMISSION ELIGIBILITY

A service member’s eligibility for readmission terminates upon the occurrence of:

- 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), 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.
University General Education

The purpose of Trident University’s General Education (GE) requirement is to provide the foundation for a well-rounded higher education allowing graduates from TUI’s bachelors programs to better understand how their core curriculum integrates with modern society. The subject areas required for study in the GE program round out a higher education in one of the more specific, specialized curriculum offered by the University. Areas of study in English Composition, Mathematics, Arts & Humanities, Health & Wellness, Physical & Biological Sciences and Social & Behavioral Sciences prepare students for a fulfilling life as responsible citizen able to meet the work requirements of today’s society.

To satisfy the Trident University’s GE requirements, students must fulfill course requirements in the six (6) competency areas listed below and complete a minimum of 48 semester credit hours if all courses are taken at Trident. If courses are transferred in, students must meet the category requirements below and have a minimum of 45 semester credit hours of GE coursework.

<table>
<thead>
<tr>
<th>Arts/Humanities</th>
<th>3 courses/12 credit hours if taken at Trident</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>2 courses/8 credit hours if taken at Trident</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>1 course/4 credit hours if taken at Trident</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>1 course/4 credit hours if taken at Trident</td>
</tr>
<tr>
<td>Physical &amp; Biological Sciences</td>
<td>2 courses/8 credit hours if taken at Trident</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sciences</td>
<td>3 courses/12 credit hours if taken at Trident</td>
</tr>
</tbody>
</table>

GENERAL EDUCATION LEARNING OUTCOMES

Upon successful completion of general education requirements students should be able to:

- Acquire, analyze, integrate, and apply information available from many sources.
- Demonstrate effective communications skills.
- Collaborate effectively with others.
- Make decisions in accordance with ethical principles.
- Integrate theoretical knowledge with an empirical, evidence-based view to make optimal real-world decisions.
- Analyze artistic and literary expressions as both the products and the determinants of human culture.

Arts and Humanities - 3 courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Art History</td>
<td>4</td>
</tr>
<tr>
<td>BHS 365</td>
<td>Ethics in Health Care**</td>
<td>4</td>
</tr>
<tr>
<td>BHS 414</td>
<td>Cross-Cultural Health Perspectives**</td>
<td>4</td>
</tr>
<tr>
<td>BSC 303</td>
<td>Speech/Communication in Health</td>
<td>4</td>
</tr>
<tr>
<td>CHS 200</td>
<td>Critical Thinking for Health Care Professionals</td>
<td>4</td>
</tr>
<tr>
<td>ENG 201</td>
<td>American Literature</td>
<td>4</td>
</tr>
<tr>
<td>ETH 301</td>
<td>Business Ethics**</td>
<td>4</td>
</tr>
<tr>
<td>HIS 101</td>
<td>Modern World History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 205</td>
<td>History and Impact of the Internet</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ITM 434</td>
<td>Business Ethics and Social Issues in Computing**</td>
<td>4</td>
</tr>
<tr>
<td>PHI 201</td>
<td>Introduction to Western Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>SVC 101</td>
<td>Introduction to Speech and Verbal Communications</td>
<td>4</td>
</tr>
</tbody>
</table>

** English Composition - 2 courses **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>English Composition I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>English Composition II</td>
<td>4</td>
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</tbody>
</table>

** Health and Wellness - 1 Course **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 202</td>
<td>Health and Society</td>
<td>4</td>
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</tbody>
</table>

** Mathematics - 1 Course **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS 420</td>
<td>Quantitative Reasoning**</td>
<td>4</td>
</tr>
<tr>
<td>BUS 306</td>
<td>Quantitative Reasoning**</td>
<td>4</td>
</tr>
<tr>
<td>MAT 101</td>
<td>College Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 106</td>
<td>Discrete Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 150</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Basic Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 202</td>
<td>Advanced Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 275</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>STS 401</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

** Physical and Biological Sciences - 2 Courses **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 250 I</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>ANT 250 IL</td>
<td>Anatomy and Physiology I Lab</td>
<td>4</td>
</tr>
<tr>
<td>ANT 250 II</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ANT 250 III</td>
<td>Anatomy and Physiology II Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 101</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 100</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>MIC 100L</td>
<td>Microbiology Lab</td>
<td>4</td>
</tr>
<tr>
<td>SCI 201</td>
<td>Applied Physics I</td>
<td>4</td>
</tr>
<tr>
<td>SCI 202</td>
<td>Applied Physics II</td>
<td>4</td>
</tr>
<tr>
<td>SCI 204</td>
<td>Applied Scientific Inquiry</td>
<td>4</td>
</tr>
</tbody>
</table>

** Social and Behavioral Sciences - 3 Courses **

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUX 101*</td>
<td>Trident University Experience</td>
<td>4</td>
</tr>
<tr>
<td>BHM 443</td>
<td>Legal Aspects of Health Care**</td>
<td>4</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Business Law</td>
<td>4</td>
</tr>
<tr>
<td>BUS 303</td>
<td>Business Communication**</td>
<td>4</td>
</tr>
<tr>
<td>BUS 305</td>
<td>Competitive Analysis and Business Cycles**</td>
<td>4</td>
</tr>
<tr>
<td>COM 301</td>
<td>International Communication**</td>
<td>4</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Microeconomics</td>
<td>4</td>
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<tr>
<td>ECO 202</td>
<td>Macroeconomics</td>
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<tr>
<td>ITM 433</td>
<td>Computer-Human Interaction, Groupware, and Usability**</td>
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<tr>
<td>POL 201</td>
<td>Global Politics in the Modern World</td>
<td>4</td>
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<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
</tbody>
</table>

** General Education Special Instructions **

* TUX 101 is a required course for students transferring with fewer than 60 credit hours.

** Courses are program requirements that also meet general education competency areas.
Total General Education Credit Hour Requirement
Minimum of 45 Credit Hours

College of Business Administration

The mission of the College of Business Administration is to help prepare its students to function effectively in a global business environment. Our student-centered philosophy serves those business students who have traditionally been underserved due to limitations of time, distance, and/or occupation. We emphasize the critical analysis and solution-finding of practical business issues, and the development of scholarly knowledge in the areas of business and organizational management.

Bachelor of Science In Business Administration

Contract Management

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
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</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
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<td>BUS 303</td>
<td>Business Communications</td>
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<td>ETH 301</td>
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<tr>
<td>MGT 302</td>
<td>Organizational Behavior and Teamwork</td>
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</tr>
</tbody>
</table>
MKT 301  Principles of Marketing  4
MGT 499  Strategic Management  4
OPM 300  Introduction to Operations Management  4

**Program Core Special Instructions**
MGT 499  Strategic Management may not be taken until all other core courses have been successfully completed  4
BUS 499  BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499  4

**Concentration Learning Outcomes**
- Apply effective communication skills in a business environment.
- Conduct results oriented and academic research to analyze practical contract management problems and issues.
- Assess the ethical implications of contract decisions and actions.
- Apply contract management systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze data and information.
- Utilize data driven analysis in making contracting decisions.

**Required Concentration Core Courses**  (16 Semester Credit Hours)
CMG 301  Fundamentals of Contract Management/Administration  4
CMG 490  Capstone Course in Contract Management  4

**Concentration Core Courses, select any 2 courses from the following:**
BUS 205  Business Law  4
CMG 302  Negotiation, Pricing and Conflict Resolution  4
CMG 401  Government Contracting Principles  4
CMG 402  Fundamentals of Purchasing and Purchase Management  4

**Concentration Special Instructions**
CMG 490  Capstone Contract Management may not be taken until all other concentration courses have been successfully completed  4

**Additional Lower Division Program Requirements**
ECO 201  Microeconomics  4
ECO 202  Macroeconomics  4
MAT 201  Basic Statistics  4

**Electives**
Varies based on total transfer credits

**Upper Division Credit Requirement**
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit**
Up to 88 semester credit hours can be transferred

**Residency Requirement**
32 semester Credit Hours must be completed through online courses at Trident University International.
Total Degree Credit Hour Requirement
Minimum of 120 Semester Credit Hours

Bachelor of Science in Business Administration

CRIMINAL JUSTICE ADMINISTRATION

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)

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</table>

Program Core Special Instructions

- MGT 499 Strategic Management may not be taken until all other core courses have been successfully completed
- BUS 499 BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499
Concentration Learning Outcomes

• Apply effective communication skills in a criminal justice environment.
• Conduct results oriented and academic research to analyze practical criminal justice administration problems and issues.
• Assess the ethical implications of criminal justice decisions and actions.
• Apply criminal justice administrative systems, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze data and information.
• Utilize data driven analysis in making criminal administration decisions.

Required Concentration Core Courses (16 Semester Credit Hours)

- CJA 301 Criminology and Public Policy 4
- CJA 302 Criminal Justice Systems 4
- CJA 401 Criminal Justice Administration 4
- CJA 490 Capstone Course in Criminal Justice Administration 4

Concentration Special Instructions

CJA 490 Capstone Criminal Justice Administration may not be taken until all other concentration courses have been successfully completed 4

Additional Lower Division Program Requirements

- ECO 201 Microeconomics 4
- ECO 202 Macroeconomics 4
- MAT 201 Basic Statistics 4

Electives

Varies based on total transfer credits

Upper Division Credit Requirement

A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit

Up to 88 semester credit hours can be transferred

Residency Requirement

32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement

Minimum of 120 Semester Credit Hours

Bachelor of Science in Business Administration

FINANCE

Program Introduction

The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program
includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

**Required Program Core Courses** (52 Semester Credit Hours)

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</table>

**Program Core Special Instruction**

- MGT 499 Strategic Management may not be taken until all other core courses have been successfully completed
- BUS 499 BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499

**Concentration Learning Outcomes**

- Apply effective communication skills in a financial environment.
- Conduct results oriented and academic research to analyze practical financial problems and issues.
- Assess the ethical implications of financial decisions and actions.
- Apply financial systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making financial decisions.
- Analyze the impact of global forces on financial practices.

**Required Concentration Core Courses** (16 Semester Credit Hours)

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<th>Course Code</th>
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<tbody>
<tr>
<td>FIN 302</td>
<td>Investment Analysis</td>
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<tr>
<td>FIN 402</td>
<td>Money and Banking</td>
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<tr>
<td>FIN 403</td>
<td>International Finance</td>
<td>4</td>
</tr>
<tr>
<td>FIN 490</td>
<td>Capstone Course in Finance</td>
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</tr>
</tbody>
</table>
Concentration Special Instruction
FIN 490 Capstone Finance may not be taken until all other concentration courses have been successfully completed.

Additional Lower Division Program Requirements
ECO 201 Microeconomics 4
ECO 202 Macroeconomics 4
MAT 201 Basic Statistics 4

Electives
Varies based on total transfer credits

Upper Division Credit Requirement
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit
Up to 88 semester credit hours can be transferred

Residency Requirement
32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement
Minimum of 120 Semester Credit Hours

Bachelor of Science in Business Administration

General Business

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

**Required Program Core Courses** (52 Semester Credit Hours)

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<td>OPM 300</td>
<td>Introduction to Operations Management</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instruction**

MGT 499 Strategic Management may not be taken until all other core courses have been successfully completed 4

BUS 499 BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499 4

**Concentration Learning Outcomes**

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

**Required Concentration Core Courses:** (16 Semester Credit Hours)

Select any 4 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
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<tr>
<td>MGT 401</td>
<td>Leadership and Change</td>
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<tr>
<td>LOG 301</td>
<td>Introduction to Supply Chain Management</td>
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<tr>
<td>CMG 301</td>
<td>Fundamentals of Contract Management/Administration</td>
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</tr>
<tr>
<td>CMG 302</td>
<td>Negotiation, Pricing, and Conflict Resolution</td>
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<tr>
<td>MGT 422</td>
<td>Decision-Making for Leaders</td>
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<td>MKT 401</td>
<td>Buyer Decision-Making and Behavior</td>
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<tr>
<td>PRM 301</td>
<td>Introduction to Project Management</td>
<td>4</td>
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</table>

Other electives as approved by Program Director

**Additional Lower Division Program Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ECO 201</td>
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<td>MAT 201</td>
<td>Basic Statistics</td>
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</tbody>
</table>

**Electives**

Varies based on total transfer credits

**Upper Division Credit Requirement**

53
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate.

**Transfer Credit**
Up to 88 semester credit hours can be transferred

**Residency Requirement**
32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement**
Minimum of 120 Semester Credit Hours

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**Bachelor of Science in Business Administration**

**General Management**

**Program Introduction**
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

**Program Learning Outcomes**
Upon successful completion of their respective program option, graduates should be able to:

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
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**Required Program Core Courses** (52 Semester Credit Hours)

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MGT 499  Strategic Management  
OPM 300  Introduction to Operations Management  

Program Core Special Instruction
MGT 499  Strategic Management may not be taken until all other core courses have been successfully completed
BUS 499  BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499

Concentration Learning Outcomes
• Delineate the differences in the roles of managers and leaders in today’s global economy while preparing them for the leadership challenges of the future.
• Conduct results oriented and academic research to analyze practical business problems.
• Execute business research by finding, collecting, analyzing and evaluating management literature and data.
• Utilize critical thinking and research skills in the evaluation of alternative management solutions.
• Analyze the process of dealing with change as mid level managers working in multinational organizations.
• Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.
• Explore contemporary knowledge in management and develop effective managerial skills.
• Identify and resolve behavioral issues within business organizations.

Required Concentration Core Courses (16 Semester Credit Hours)
MGT 401  Leadership and Change  
MGT 402  Customer Service Management  
MGT 403  Entrepreneurship  
MGT 490  Capstone in General Management  

Concentration Special instruction
MGT 490  Capstone General Management may not be taken until all other concentration courses have been successfully completed

Additional Lower Division Program Requirements
ECO 201  Microeconomics  
ECO 202  Macroeconomics  
MAT 201  Basic Statistics  

Electives
Varies based on total transfer credits

Upper Division Credit Requirement
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit
Up to 88 semester credit hours can be transferred

Residency Requirement
32 semester Credit Hours must be completed through online courses at Trident University International
Total Degree Credit Hour Requirement
Minimum of 120 Semester Credit Hours

Bachelor of Science in Business Administration

GOVERNMENTAL ACCOUNTING

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)

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</tr>
<tr>
<td>OPM 300</td>
<td>Introduction to Operations Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instruction

- MGT 499 Strategic Management may not be taken until all other core courses have been successfully completed
- BUS 499 BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499
Concentration Learning Outcomes

- Apply effective communication skills in an accounting environment.
- Conduct results oriented and academic research to analyze practical governmental accounting problems and issues.
- Assess the ethical implications of government accounting decisions and actions.
- Apply governmental accounting systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making governmental accounting decisions.

Required Concentration Core Courses (16 Semester Credit Hours)

ACC 411 Governmental & Institutional Accounting 4
ACC 413 Governmental Financial Management & Control 4
ACC 491 Capstone Course in Governmental Accounting 4

Concentration Elective Courses

Select any 1 course from the following:

ACC 412 The Environment of Governmental Accounting 4
CMG 401 Government Contracting Principles 4
CMG 402 Fundamentals of Purchasing & Purchase Management 4

Concentration Special Instruction

ACC 491 Capstone Government Accounting may not be taken until all other concentration courses have been successfully completed 4

Additional Lower Division Program Requirements

ECO 201 Microeconomics 4
ECO 202 Macroeconomics 4
MAT 201 Basic Statistics 4

Electives

Varies based on total transfer credits

Upper Division Credit Requirement

A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit

Up to 88 semester credit hours can be transferred

Residency Requirement

32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement

Minimum of 120 Semester Credit Hours
Bachelor of Science in Business Administration

HUMAN RESOURCE MANAGEMENT

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

• Apply effective communication skills in a business environment.
• Assess the impact of culture and diversity on business practices.
• Assess the ethical implications of business decisions and actions.
• Apply business theories, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making business decisions.
• Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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Program Core Special Instruction

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<tbody>
<tr>
<td>MGT 499</td>
<td>Strategic Management may not be taken until all other core courses have been successfully completed</td>
</tr>
<tr>
<td>BUS 499</td>
<td>BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499</td>
</tr>
</tbody>
</table>

Concentration Learning Outcomes

• Demonstrate knowledge of Human Resources functions and be able to apply the knowledge to “get, keep, and grow” talent.
• Demonstrate effective communication skills in a business environment.
- Demonstrate knowledge of the basic business functions (accounting, marketing, finance, organizational behavior, strategic management).
- Conduct library/internet research and critically evaluate information sources.
- Demonstrate knowledge of the effects of Human Resources Management on business and society.
- Apply knowledge of cultural issues and diversity to function effectively in global and local business environments.
- Demonstrate knowledge of the ethical implications of business decisions and actions.

**Required Concentration Core Courses** (16 Semester Credit Hours)

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MGT 407</td>
<td>Principles of Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 412</td>
<td>Human Resource Management and Law</td>
<td>4</td>
</tr>
<tr>
<td>MGT 411</td>
<td>Advanced Topics in Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 491</td>
<td>Capstone Course in Human Resources Management</td>
<td>4</td>
</tr>
</tbody>
</table>

**Concentration Special Instruction**

MGT 491  Capstone Human Resource Management may not be taken until all other concentration courses have been successfully completed. 4

**Additional Lower Division Program Requirements**

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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</tr>
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<td>MAT 201</td>
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</table>

**Electives**

Varies based on total transfer credits

**Upper Division Credit Requirement**

A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit**

Up to 88 semester credit hours can be transferred

**Residency Requirement**

32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement**

Minimum of 120 Semester Credit Hours

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**Bachelor of Science in Business Administration**

**INFORMATION TECHNOLOGY MANAGEMENT**

**Program Introduction**

The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically,
the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

• Apply effective communication skills in a business environment.
• Assess the impact of culture and diversity on business practices.
• Assess the ethical implications of business decisions and actions.
• Apply business theories, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making business decisions.
• Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)
ACC 201  Financial Accounting 4
ACC 202  Managerial Accounting 4
BUS 303  Business Communications 4
BUS 401  International Business 4
BUS 499  BSBA Integrative Project 4
ETH 301  Business Ethics 4
FIN 301  Principles of Finance 4
ITM 301  Principles of Information Systems in Business and Organizations 4
MGT 301  Principles of Management 4
MGT 302  Organizational Behavior and Teamwork 4
MKT 301  Principles of Marketing 4
MGT 499  Strategic Management 4
OPM 300  Introduction to Operations Management 4

Program Core Special Instruction
MGT 499  Strategic Management may not be taken until all other core courses have 4
been successfully completed
BUS 499  BSBA Integrative Project (Capstone) must be taken in final 4
session, and not concurrently with MGT499

Concentration Learning Outcomes
• Apply effective communication skills in an information technology environment.
• Conduct results oriented and academic research to analyze practical information technology 4
management problems and issues.
• Assess the ethical implications of information technology management decisions and actions.
• Apply information systems, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making information technology management decisions.

Required Concentration Core Courses (16 Semester Credit Hours)
ITM 306  Foundations to Information Systems 4
ITM 422  Administering IT Infrastructure 4
ITM 423  Systems Acquisition, Systems development, and Project Management 4
ITM 490  Capstone in Information Technology Management 4

Concentration Special Instructions
ITM 490  Capstone in Information Technology Management may not be taken until all other concentration courses have been successfully completed. Students who had ITM421 under their degree plan can take ITM306 as a substitution.

Additional Lower Division Program Requirements
ECO 201  Microeconomics 4
ECO 202  Macroeconomics 4
MAT 201  Basic Statistics 4

Electives
Varies based on total transfer credits

Upper Division Credit Requirement
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit
Up to 88 semester credit hours can be transferred

Residency Requirement
32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement
Minimum of 120 Semester Credit Hours

Bachelor of Science in Business Administration

LEADERSHIP

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

**Required Program Core Courses (52 Semester Credit Hours)**

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</table>

**Program Core Special Instruction**

- MGT 499 Strategic Management may not be taken until all other core courses have been successfully completed
- BUS 499 BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499

**Concentration Learning Outcomes**

- Delineate the differences in the roles of managers and leaders in today’s global economy while preparing them for the leadership challenges of the future.
- Conduct results oriented and academic research to analyze practical business problems.
- Execute business research by finding, collecting, analyzing and evaluating leadership literature and data.
- Utilize critical thinking and research skills in the evaluation of alternative leadership solutions.
- Analyze the process of dealing with change as leaders working in multinational organizations.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.
- Explore contemporary knowledge in leadership and develop effective leadership skills.
- Identify and resolve behavioral issues within business organizations.

**Required Concentration Core Courses (16 Semester Credit Hours)**

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<th>Course Code</th>
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<tbody>
<tr>
<td>MGT 401</td>
<td>Leadership and Change</td>
<td>4</td>
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<tr>
<td>MGT 420</td>
<td>Power and Politics</td>
<td>4</td>
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<tr>
<td>MGT 422</td>
<td>Decision-Making for Leaders</td>
<td>4</td>
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<tr>
<td>MGT 492</td>
<td>Capstone Course in leadership Concentration</td>
<td>4</td>
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</tbody>
</table>

**Concentration Special Instructions**

- MGT 492 Capstone Leadership may not be taken until all other concentration courses have been successfully completed

**Additional Lower Division Program Requirements**

<table>
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Electives
Varies based on total transfer credits

Upper Division Credit Requirement
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit
Up to 88 semester credit hours can be transferred

Residency Requirement
32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement
Minimum of 120 Semester Credit Hours

Bachelor of Science in Business Administration

LOGISTICS

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

• Apply effective communication skills in a business environment.
• Assess the impact of culture and diversity on business practices.
• Assess the ethical implications of business decisions and actions.
• Apply business theories, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making business decisions.
• Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)

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MGT 301   Principles of Management 4
MGT 302   Organizational Behavior and Teamwork 4
MKT 301   Principles of Marketing 4
MGT 499   Strategic Management 4
OPM 300   Introduction to Operations Management 4

Program Core Special Instruction
MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed 4
BUS 499   BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499 4

Concentration Learning Outcomes
• Apply effective communication skills in a logistical environment.
• Conduct results oriented and academic research to analyze practical logistic problems and issues.
• Assess the ethical implications of logistical decisions and actions.
• Apply logistics systems, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making logistical decisions.

Required Concentration Core Courses (16 Semester Credit Hours)
LOG 301   Introduction to Supply Chain Management 4
LOG 302   Operations Management Control 4
LOG 401   Introduction to Global Logistics Management 4
LOG 490   Capstone Course in Logistics 4

Concentration Special Instructions
LOG 490   Capstone Logistics may not be taken until all other concentration courses have been successfully completed 4

Additional Lower Division Program Requirements
ECO 201   Microeconomics 4
ECO 202   Macroeconomics 4
MAT 201   Basic Statistics 4

Electives
Varies based on total transfer credits

Upper Division Credit Requirement
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit
Up to 88 semester credit hours can be transferred

Residency Requirement
32 semester Credit Hours must be completed through online courses at Trident University International
Total Degree Credit Hour Requirement
Minimum of 120 Semester Credit Hours

Bachelor of Science in Business Administration

Management Accounting

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

• Apply effective communication skills in a business environment.
• Assess the impact of culture and diversity on business practices.
• Assess the ethical implications of business decisions and actions.
• Apply business theories, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making business decisions.
• Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)

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Program Core Special Instruction

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<td>MGT 499</td>
<td>Strategic Management may not be taken until all other core courses have been successfully completed</td>
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<tr>
<td>BUS 499</td>
<td>BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499</td>
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</tr>
</tbody>
</table>
Concentration Learning Outcomes

- Apply effective communication skills in an accounting environment.
- Conduct results oriented and academic research to analyze practical managerial accounting problems and issues.
- Assess the ethical implications of managerial accounting decisions and actions.
- Apply managerial accounting systems, models, and concepts to guide analysis of problems and situations.
- Accounting
- Use technology to gather and analyze information
- Utilize data driven analysis in making managerial accounting decisions.

Required Concentration Core Courses (16 Semester Credit Hours)
ACC 301  Intermediate  4
ACC 310  Managerial Cost Accounting  4
ACC 490  Capstone Course in Managerial Accounting  4

Concentration Elective Courses
Select any 1 course from the following:
ACC 410  Tax Accounting  4
ACC 420  Internal Auditing  4

Concentration Special Instructions
ACC 490  Capstone Managerial Accounting may not be taken until all other concentration courses have been successfully completed  4

Additional Lower Division Program Requirements
ECO 201  Microeconomics  4
ECO 202  Macroeconomics  4
MAT 201  Basic Statistics  4

Electives
Varies based on total transfer credits

Upper Division Credit Requirement
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit
Up to 88 semester credit hours can be transferred

Residency Requirement
32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement
Minimum of 120 Semester Credit Hours
Bachelor of Science in Business Administration

MARKETING

Program Introduction
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

• Apply effective communication skills in a business environment.
• Assess the impact of culture and diversity on business practices.
• Assess the ethical implications of business decisions and actions.
• Apply business theories, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making business decisions.
• Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)

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<td>4</td>
</tr>
<tr>
<td>MKT 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MGT 499</td>
<td>Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>OPM 300</td>
<td>Introduction to Operations Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instruction

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 499</td>
<td>Strategic Management may not be taken until all other core courses have been successfully completed</td>
<td>4</td>
</tr>
<tr>
<td>BUS 499</td>
<td>BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration Learning Outcomes

• Apply effective communication skills in a marketing environment.
• Conduct results oriented and academic research to analyze practical marketing problems and issues.
• Assess the ethical implications of marketing decisions and actions.
• Apply marketing systems, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making marketing decisions.

**Required Concentration Core Courses** (16 Semester Credit Hours)
MKT 401  Buyer Decision-Making and Behavior  4
MKT 403  Marketing Research  4
MKT 490  Strategic Marketing Management (Capstone)  4

**Concentration Elective Courses**
Select any 1 course from the following:
ITM 435  Marketing Management Information System  4
MGT 402  Customer Service Management  4
MKT 404  Integrated Marketing Communication  4

**Concentration Special Instructions**
MKT 490  Capstone Marketing may not be taken until all other concentration courses have been successfully completed  4

**Additional Lower Division Program Requirements**
ECO 201  Microeconomics  4
ECO 202  Macroeconomics  4
MAT 201  Basic Statistics  4

**Electives**
Varies based on total transfer credits

**Upper Division Credit Requirement**
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit**
Up to 88 semester credit hours can be transferred

**Residency Requirement**
32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement**
Minimum of 120 Semester Credit Hours

---

**Bachelor of Science in Business Administration**

**MANAGEMENT/LEADERSHIP**

**Program Introduction**
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program
includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

Required Program Core Courses (52 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
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</tr>
<tr>
<td>BUS 303</td>
<td>Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>BUS 401</td>
<td>International Business</td>
<td>4</td>
</tr>
<tr>
<td>BUS 499</td>
<td>BSBA Integrative Project</td>
<td>4</td>
</tr>
<tr>
<td>ETH 301</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 301</td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>ITM 301</td>
<td>Principles of Information Systems in Business and Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MGT 301</td>
<td>Principles of Management</td>
<td>4</td>
</tr>
<tr>
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<td>Organizational Behavior and Teamwork</td>
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</tr>
<tr>
<td>MKT 301</td>
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<tr>
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</tr>
<tr>
<td>OPM 300</td>
<td>Introduction to Operations Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instruction

- MGT 499 Strategic Management may not be taken until all other core courses have been successfully completed
- BUS 499 BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499

Concentration Learning Outcomes

- Delineate the differences in the roles of managers and leaders in today’s global economy while preparing them for the leadership challenges of the future.
- Demonstrate effective written and oral communications at all levels of the organization by identifying guidelines for overcoming cross-cultural communication barriers in a diverse workforce.
- Conduct results oriented and academic research to analyze practical business problems.
- Execute business research by finding, collecting, analyzing and evaluating management/leadership literature and data.
- Utilize critical thinking and research skills in the evaluation of alternative management solutions.
- Analyze the process of dealing with change as mid level managers working in multinational organizations.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.
**Required Concentration Core Courses** (16 Semester Credit Hours)
MGT 401 Leadership and Change 4  
MGT 420 Power, Influence and Persuasion (Power & Politics) 4  
MGT 422 Decision Making for Leaders 4  
MGT 493 Capstone in Management/Leadership 4

**Concentration Special Instructions**
MGT 493 Capstone Management/Leadership may not be taken until all other concentration courses have been successfully completed 4

**Additional Lower Division Program Requirements**
ECO 201 Microeconomics 4  
ECO 202 Macroeconomics 4  
MAT 201 Basic Statistics 4

**Electives**
Varies based on total transfer credits

**Upper Division Credit Requirement**
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit**
Up to 88 semester credit hours can be transferred

**Residency Requirement**
32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement**
Minimum of 120 Semester Credit Hours

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**Bachelor of Science in Business Administration**

**PROJECT MANAGEMENT**

**Program Introduction**
The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case based and application based.

**Program Learning Outcomes**
Upon successful completion of their respective program option, graduates should be able to:
• Apply effective communication skills in a business environment.
• Assess the impact of culture and diversity on business practices.
• Assess the ethical implications of business decisions and actions.
• Apply business theories, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making business decisions.
• Analyze the impact of global forces on business practices.

**Required Program Core Courses (52 Semester Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 303</td>
<td>Business Communications</td>
<td>4</td>
</tr>
<tr>
<td>BUS 401</td>
<td>International Business</td>
<td>4</td>
</tr>
<tr>
<td>BUS 499</td>
<td>BSBA Integrative Project</td>
<td>4</td>
</tr>
<tr>
<td>ETH 301</td>
<td>Business Ethics</td>
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<tr>
<td>FIN 301</td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>ITM 301</td>
<td>Principles of Information Systems in Business and Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MGT 301</td>
<td>Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 302</td>
<td>Organizational Behavior and Teamwork</td>
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</tr>
<tr>
<td>MKT 301</td>
<td>Principles of Marketing</td>
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</tr>
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<tr>
<td>OPM 300</td>
<td>Introduction to Operations Management</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instruction**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 499</td>
<td>Strategic Management may not be taken until all other core courses have been successfully completed</td>
<td>4</td>
</tr>
<tr>
<td>BUS 499</td>
<td>BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499</td>
<td>4</td>
</tr>
</tbody>
</table>

**Concentration Learning Outcomes**

• Apply effective communication skills in a project management environment.
• Conduct results oriented and academic research to analyze practical project management problems and issues.
• Assess the ethical implications of project management decisions and actions.
• Apply project management systems, models, and concepts to guide analysis of problems and situations.
• Use technology to gather and analyze information.
• Utilize data driven analysis in making project management decisions.

**Required Concentration Core Courses (16 Semester Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 301</td>
<td>Introduction to Project Management</td>
<td>4</td>
</tr>
<tr>
<td>CMG 302</td>
<td>Negotiations, Pricing, and Conflict Resolution</td>
<td>4</td>
</tr>
<tr>
<td>ACC 310</td>
<td>Managerial Cost Accounting</td>
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<tr>
<td>PRM 490</td>
<td>Capstone Course in Project Management</td>
<td>4</td>
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</tbody>
</table>

**Concentration Special Instructions**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRM 490</td>
<td>Capstone Project Management may not be taken until all other concentration courses have been successfully completed</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional Lower Division Program Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 201</td>
<td>Microeconomics</td>
<td>4</td>
</tr>
</tbody>
</table>
**Program Introduction**
This Army bachelor degree program is specifically designed for those military personnel who have completed or will complete the U.S. Army’s CP-12 program. This allows CP-12 graduates to transfer in 72 credits requiring the student to complete 48 credits with TUI for their degree.

**Program Learning Outcomes**
Upon successful completion of their respective program option, graduates should be able to:

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

**Required Program Core Courses (52 Semester Credit Hours)**

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<tr>
<th>Course Code</th>
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<tr>
<td>ACC 201</td>
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<td>BUS 499</td>
<td>BSBA Integrative Project</td>
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<tr>
<td>ETH 301</td>
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<td>FIN 301</td>
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<tr>
<td>ITM 301</td>
<td>Principles of Information Systems in Business and Organizations</td>
<td>4</td>
</tr>
</tbody>
</table>
MGT 301  Principles of Management  4
MGT 302  Organizational Behavior and Teamwork  4
MKT 301  Principles of Marketing  4
MGT 499  Strategic Management  4
OPM 300  Introduction to Operations Management  4

**Program Core Special Instruction**
MGT 499  Strategic Management may not be taken until all other core courses have been successfully completed  4
BUS 499  BSBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT499  4

**Concentration Learning Outcomes**
- Apply effective communication skills in a safety management environment.
- Conduct results oriented and academic research to analyze practical safety management problems and issues.
- Assess the ethical implications of safety management decisions and actions.
- Apply safety management systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making safety management decisions.

**Required Concentration Core Courses (16 Semester Credit Hours)**
SAF 301  Life Safety & Hazard Control *  4
SAF 302  Safety & Occupational Health Management *  4
SAF 401  Risk Management *  4
SAF 490  Safety Management Concentration Capstone Course *  4

**Concentration Special Instructions**
*Transferred from CP-12 Program

**Additional Lower Division Program Requirements**
ECO 201  Microeconomics  4
ECO 202  Macroeconomics  4
MAT 201  Basic Statistics  4

**Electives**
Varies based on total transfer credits

**Upper Division Credit Requirement**
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit**
Up to 88 semester credit hours can be transferred

**Residency Requirement**
32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement**
Minimum of 120 Semester Credit Hours
Bachelor of Science in Human Resource Management

Program Introduction
The Bachelor of Science in Human Resource Management (BSHRM) degree is designed to provide graduates with the knowledge and skills needed for careers in the large and growing human resources field. This degree provides students with a strong business background and an in-depth knowledge of the Human Resource Management discipline. The Bachelor of Science in Human Resource Management degree teaches practical skills across HR disciplines including staffing, training, HR information systems, benefits, global HRM and more. All courses are case based and application based.

Program Learning Outcomes
By the end of this degree program, graduates should be able to:
- Demonstrate knowledge of Human Resources functions and be able to apply the knowledge to “get, keep, and grow” talent.
- Demonstrate knowledge of the effects of Human Resources Management on business and society.
- Demonstrate knowledge of the ethical implications of business decisions and actions.
- Demonstrate knowledge of the basic business functions (accounting, marketing, finance, organizational behavior, strategic management).
- Demonstrate effective communication skills in a business environment
- Apply knowledge of cultural issues and diversity to function effectively in global and local business environments.
- Demonstrate knowledge of group dynamics and interpersonal skills needed to be an effective leader and manager.
- Conduct library/internet research and critically evaluate information sources

Required Program Core Courses (60 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 303</td>
<td>Business Communications</td>
<td>4</td>
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<tr>
<td>BUS 401</td>
<td>International Business</td>
<td>4</td>
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<tr>
<td>ETH 301</td>
<td>Business Ethics</td>
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<tr>
<td>HRM 401</td>
<td>Staffing Organizations</td>
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<tr>
<td>HRM 402</td>
<td>Training and Development</td>
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<td>HRM 403</td>
<td>Global HRM</td>
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<tr>
<td>HRM 404</td>
<td>HR Information Systems</td>
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<tr>
<td>ITM 301</td>
<td>Principles of Information Systems in Business and Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MGT 301</td>
<td>Principles of Management</td>
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<tr>
<td>MGT 302</td>
<td>Organizational Behavior and Teamwork</td>
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<tr>
<td>MKT 301</td>
<td>Principles of Marketing</td>
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<tr>
<td>MGT 407</td>
<td>Principles of Human Resource Management</td>
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<tr>
<td>MGT 411</td>
<td>Advanced Topics in Human Resource Management</td>
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<tr>
<td>MGT 412</td>
<td>Human Resource Management &amp; Law</td>
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<tr>
<td>MGT 491</td>
<td>Capstone Course in Human Resources Management</td>
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</table>

Program Core Special Instructions
MGT 491 Capstone in Human Resource Management must be taken in final session

Required Elective Courses (8 Semester Credit Hours)
Select 2 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>4</td>
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<tr>
<td>FIN 301</td>
<td>Principles of Finance</td>
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</tr>
</tbody>
</table>
**Introduction to Operations Management**

**Additional Lower Division Program Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 201</td>
<td>Microeconomics</td>
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<tr>
<td>ECO 202</td>
<td>Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Basic Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

Varies based on total transfer credits

**Upper Division Credit Requirement**

A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit**

Up to 88 semester credit hours can be transferred

**Residency Requirement**

32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement**

Minimum of 120 Semester Credit Hours

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**Master of Business Administration**

**Program Introduction**

The mission of the College of Business Administration is to prepare its students to effectively function in a global business environment. Our student-centered philosophy uniquely serves those business students who have traditionally been underserved due to limitations of time, distance, and/or occupation. We emphasize the critical analysis and solution-finding of practical business issues, and the development of scholarly knowledge in the areas of business and organizational management.

The Master of Business Administration degree is recognized throughout the business world as an important contributor to a successful career. The TUI Master of Business Administration degree concentrates on application of theory to real situations, with special emphasis on business in a multinational environment. Therefore, it is ideally suited to the contemporary business arena.

The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
- Marshal and manage relevant resources in uncertain and global business environments
• Integrate, apply, and synthesize knowledge across the functional areas of business

**Required Program Core Courses** (32 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 501</td>
<td>Accounting for Decision Making</td>
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<tr>
<td>BUS 599</td>
<td>MBA Integrative Project</td>
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<tr>
<td>ETH 501</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 501</td>
<td>Strategic Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>ITM 501</td>
<td>Management Information Systems and Business Strategy</td>
<td>4</td>
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<tr>
<td>MGT 501</td>
<td>Management and Organizational Behavior</td>
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</tr>
<tr>
<td>MGT 599</td>
<td>Strategic Management</td>
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<tr>
<td>MKT 501</td>
<td>Strategic Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

- MGT 599  Strategic Management may not be taken until all other core courses have been successfully completed.
- BUS 599  MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

**Elective Courses** (12 Semester Credit Hours)

Select 3 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 502</td>
<td>Strategic Cost Management</td>
<td>4</td>
</tr>
<tr>
<td>ACC 503</td>
<td>Federal Taxation &amp; Business Strategy</td>
<td>4</td>
</tr>
<tr>
<td>ACC 504</td>
<td>Issues in Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 503</td>
<td>Organizational Change and Transformation</td>
<td>4</td>
</tr>
<tr>
<td>BUS 504</td>
<td>Business Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>ECM 555</td>
<td>e-Entrepreneurship</td>
<td>4</td>
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<tr>
<td>FIN 502</td>
<td>International Finance</td>
<td>4</td>
</tr>
<tr>
<td>FIN 503</td>
<td>Monetary Policy and Financial Institutions</td>
<td>4</td>
</tr>
<tr>
<td>FIN 504</td>
<td>Investments and Portfolio Management</td>
<td>4</td>
</tr>
<tr>
<td>FIN 509</td>
<td>Entrepreneurial Finance</td>
<td>4</td>
</tr>
<tr>
<td>LOG 501</td>
<td>Managing the Supply Chain</td>
<td>4</td>
</tr>
<tr>
<td>LOG 502</td>
<td>Managing the Global Logistics Chain</td>
<td>4</td>
</tr>
<tr>
<td>LOG 503</td>
<td>Managing Logistics Operations</td>
<td>4</td>
</tr>
<tr>
<td>MGT 503</td>
<td>Advanced Entrepreneurship</td>
<td>4</td>
</tr>
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<td>MGT 506</td>
<td>Strategic Leadership</td>
<td>4</td>
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<td>MGT 508</td>
<td>Leadership in Teams</td>
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<td>MGT 509</td>
<td>Human Resource Management</td>
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<td>MGT 511</td>
<td>Advanced Topics in Human Resource Management</td>
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<td>MGT 516</td>
<td>Legal Implications in Human Resource Management</td>
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<td>MKT 502</td>
<td>International Marketing</td>
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<tr>
<td>MKT 510</td>
<td>Marketing Services</td>
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<tr>
<td>MKT 515</td>
<td>Customer Relationship Management</td>
<td>4</td>
</tr>
<tr>
<td>OPM 500</td>
<td>Operations Management for Managers</td>
<td>4</td>
</tr>
<tr>
<td>PRM 501</td>
<td>Foundations of Project Management</td>
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<tr>
<td>QMT 501</td>
<td>Introduction to Quality Management &amp; Six Sigma</td>
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<tr>
<td>QMT 503</td>
<td>Statistical Methods for Six Sigma and Quality</td>
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<tr>
<td>QMT 509</td>
<td>Advanced Design and Analysis Methods for Quality Assessment</td>
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</table>

**Total Degree Credit Hour Requirement**

44 Semester Credit Hours
Master of Business Administration

Business Research

Program Introduction
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The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

• Function at the professional middle management level in his/her chosen field of business administration
• Demonstrate effective written communication in an advanced business environment
• Analyze complex business situations and offer and evaluate alternative solutions
• Apply business knowledge, concepts, and frameworks to dynamic business situations
• Marshal and manage relevant resources in uncertain and global business environments
• Integrate, apply, and synthesize knowledge across the functional areas of business

Required Program Core Courses (32 Semester Credit Hours)

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<tr>
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</tr>
<tr>
<td>MKT 501</td>
<td>Strategic Marketing</td>
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</tbody>
</table>

Program Core Special Instructions

MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.  
BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

Concentration Learning Outcomes

• Demonstrate basic familiarity with business research tools and methods, both quantitative and qualitative.
- Perform critical analysis of complex problems in various areas of business and offer and evaluate alternative approaches to their understanding.
- Apply theoretical knowledge, concepts, and frameworks to business problems.
- Use research resources, including professional literature, online material, search tools and professional communications media.
- Demonstrate effective written communication about research and research findings.
- Participate effectively in the broad and diverse research culture. (For students pursuing pre-doctoral studies) Function effectively as a student in a Ph.D. program in business administration.

**Required Concentration Core Courses**  (12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 504</td>
<td>Business Research Methods</td>
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</tr>
<tr>
<td>ITM 535</td>
<td>Business Intelligence: Data Mining, Data Warehousing &amp; Data Analytics</td>
<td>4</td>
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</table>

**Concentration Elective Courses**

Select 1 course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ITM 547</td>
<td>Techniques of Data Mining and Related Analytical Procedures</td>
<td>4</td>
</tr>
<tr>
<td>BUS 510</td>
<td>Introduction to Academic Research (For pre-doctoral students only)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credit Hour Requirement**  44 Semester Credit Hours

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**Master of Business Administration**

**CONFLICT AND NEGOTIATION MANAGEMENT**

**Program Introduction**

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The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
- Marshal and manage relevant resources in uncertain and global business environments
• Integrate, apply, and synthesize knowledge across the functional areas of business

**Required Program Core Courses** (32 Semester Credit Hours)

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**Program Core Special Instructions**

- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed. 4
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599. 4

**Concentration Learning Outcomes**

Function at the professional middle management level in the field of conflict and negotiation management.

- Demonstrate effective written communication in advanced conflict and negotiation environments.
- Perform critical analysis of complex situations within the conflict and negotiation management field and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations within the conflict and negotiation management field.
- Marshal and manage relevant resources within the conflict and negotiation management field particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of conflict and negotiation management.
- Demonstrate awareness of and work effectively in a diverse organization within the conflict and negotiation management field.
- Recognize, analyze, and confront ethical and social responsibility issues in the conflict and negotiation management field.

**Required Concentration Core Courses** (12 Semester Credit Hours)

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<tbody>
<tr>
<td>NCM 501</td>
<td>Foundations of Conflict Resolutions</td>
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<td>NCM 511</td>
<td>Mediation and Arbitration</td>
<td>4</td>
</tr>
<tr>
<td>NCM 512</td>
<td>Negotiation Strategies</td>
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**Total Degree Credit Hour Requirement**  44 Semester Credit Hours
Master of Business Administration

Criminal Justice Administration

Program Introduction
The mission of the College of Business Administration is to prepare its students to effectively function in a global business environment. Our student-centered philosophy uniquely serves those business students who have traditionally been underserved due to limitations of time, distance, and/or occupation. We emphasize the critical analysis and solution-finding of practical business issues, and the development of scholarly knowledge in the areas of business and organizational management.

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The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
- Marshal and manage relevant resources in uncertain and global business environments
- Integrate, apply, and synthesize knowledge across the functional areas of business

Required Program Core Courses (32 Semester Credit Hours)

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Program Core Special Instructions

- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed. 4
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599. 4

Concentration Learning Outcomes

- Function at the professional level in the criminal justice field.
- Demonstrate effective written communication in an advanced criminal justice administration environment.
• Perform critical analysis of complex situations within criminal justice systems and offer and evaluate alternative solutions.
• Apply business knowledge, concepts, and frameworks to dynamic situations within criminal justice systems.
• Marshal and manage relevant resources within criminal justice systems particularly in an uncertain global environment.
• Integrate, apply, and synthesize knowledge across the functional areas of criminal justice administration.
• Demonstrate awareness of and work effectively in a diverse organization within the criminal justice system.
• Recognize, analyze, and confront ethical and social responsibility issues in the criminal justice administration field.

**Required Concentration Core Courses (12 Semester Credit Hours)**

CJA 501  Criminal Justice Systems  4
CJA 502  Managing Criminal Justice Administration  4
CJA 503  Public Policy and Criminal Justice Management  4

**Total Degree Credit Hour Requirement** 44 Semester Credit Hours

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**Master of Business Administration**

**ENTREPRENEURSHIP**

**Program Introduction**
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The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
- Marshal and manage relevant resources in uncertain and global business environments
- Integrate, apply, and synthesize knowledge across the functional areas of business
Required Program Core Courses (32 Semester Credit Hours)
ACC 501  Accounting for Decision Making 4
BUS 599  MBA Integrative Project 4
ETH 501  Business Ethics 4
FIN 501  Strategic Corporate Finance 4
ITM 501  Management Information Systems and Business Strategy 4
MGT 501  Management and Organizational Behavior 4
MGT 599  Strategic Management 4
MKT 501  Strategic Marketing 4

Program Core Special Instructions
MGT 599  Strategic Management may not be taken until all other core courses have been successfully completed. 4
BUS 599  MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT 599. 4

Concentration Learning Outcomes
Function at the professional middle management level in an entrepreneurial environment.
- Demonstrate effective written communication in an advanced entrepreneurial environment.
- Perform critical analysis of complex situations as an entrepreneur and develop alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in an entrepreneurial environment.
- Marshal and manage relevant resources in an entrepreneurial environment particularly in an uncertain global environment.
- Integrate, apply, and synthesize business knowledge an entrepreneurial environment.
- Demonstrate awareness of and work effectively in a diverse organization with an entrepreneurial environment.
- Recognize, analyze, and confront ethical and social responsibility issues in an entrepreneurial environment.

Required Concentration Core Courses (12 Semester Credit Hours)
FIN 509  Entrepreneurial Finance 4
MGT 503  Advanced Entrepreneurship 4
ECM 555  e-Entrepreneurship 4

Total Degree Credit Hour Requirement 44 Semester Credit Hours

Master of Business Administration

FINANCE

Program Introduction
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**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
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- Integrate, apply, and synthesize knowledge across the functional areas of business

**Required Program Core Courses** (32 Semester Credit Hours)

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</table>

**Program Core Special Instructions**

- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

**Concentration Learning Outcomes**

- Function at the professional middle management level in the financial management field.
- Demonstrate effective written communication in an advanced financial management environment.
- Perform critical analysis of complex situations in finance and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in financial management.
- Marshal and manage relevant resources in financial management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of financial management.
- Demonstrate awareness of and work effectively in a diverse organization as a financial management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in financial management.

**Required Concentration Core Courses** (12 Semester Credit Hours)

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<tr>
<th>Course Code</th>
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<tr>
<td>FIN 502</td>
<td>International Finance</td>
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<tr>
<td>FIN 503</td>
<td>Monetary Policy and Financial Institutions</td>
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</tr>
<tr>
<td>FIN 504</td>
<td>Investments and Portfolio Management</td>
<td>4</td>
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</tbody>
</table>

**Total Degree Credit Hour Requirement** 44 Semester Credit Hours

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**Master of Business Administration**

**GENERAL MANAGEMENT**

**Program Introduction**

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**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
- Marshal and manage relevant resources in uncertain and global business environments
- Integrate, apply, and synthesize knowledge across the functional areas of business

**Required Program Core Courses** (32 Semester Credit Hours)

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Program Core Special Instructions
MGT 599  Strategic Management may not be taken until all other core courses have been successfully completed.  4
BUS 599  MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.  4

Concentration Learning Outcomes
- Function at the professional middle management level in the management field.
- Demonstrate effective written communication in an advanced management environment.
- Perform critical analysis of complex situations in management and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in management.
- Marshal and manage relevant resources in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of management.
- Demonstrate awareness of and work effectively in a diverse organization within the management field.
- Recognize, analyze, and confront ethical and social responsibility issues in management.

Required Concentration Core Courses ( 12 Semester Credit Hours)
BUS 503  Organizational Change and Transformation  4
MGT 506  Strategic Leadership  4
MGT 509  Human Resource Management  4

Total Degree Credit Hour Requirement  44 Semester Credit Hours

Master of Business Administration

HUMAN RESOURCE MANAGEMENT

Program Introduction
The mission of the College of Business Administration is to prepare its students to effectively function in a global business environment. Our student-centered philosophy uniquely serves those business students who have traditionally been underserved due to limitations of time, distance, and/or occupation. We emphasize the critical analysis and solution-finding of practical business issues, and the development of scholarly knowledge in the areas of business and organizational management.

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Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
- Function at the professional middle management level in his/her chosen field of business administration
• Demonstrate effective written communication in an advanced business environment
• Analyze complex business situations and offer and evaluate alternative solutions
• Apply business knowledge, concepts, and frameworks to dynamic business situations
• Marshal and manage relevant resources in uncertain and global business environments
• Integrate, apply, and synthesize knowledge across the functional areas of business

Required Program Core Courses (32 Semester Credit Hours)
ACC 501 Accounting for Decision Making 4
BUS 599 MBA Integrative Project 4
ETH 501 Business Ethics 4
FIN 501 Strategic Corporate Finance 4
ITM 501 Management Information Systems and Business Strategy 4
MGT 501 Management and Organizational Behavior 4
MGT 599 Strategic Management 4
MKT 501 Strategic Marketing 4

Program Core Special Instructions
MGT 599 Strategic Management may not be taken until all other core courses have 4 been successfully completed.
BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not 4 concurrently with MGT599.

Concentration Learning Outcomes
• Function at the professional middle management level in the human resource management field.
• Demonstrate effective written communication in an advanced human resource management environment.
• Perform critical analysis of complex situations in human resource management and offer and evaluate alternative solutions.
• Apply business knowledge, concepts, and frameworks to dynamic situations in human resource management.
• Marshal and manage relevant resources in human resource management particularly in an uncertain global environment.
• Integrate, apply, and synthesize knowledge across the functional areas of human resource management.
• Demonstrate awareness of and work effectively in a diverse organization as a human resource management specialist.
• Recognize, analyze, and confront ethical and social responsibility issues in human resource management.

Required Concentration Core Courses (12 Semester Credit Hours)
MGT 509 Human Resource Management 4
MGT 511 Advanced Topics in Human Resource Management 4
MGT 516 Legal Implications in Human Resource Management 4

Total Degree Credit Hour Requirement 44 Semester Credit Hours
Master of Business Administration

INFORMATION SECURITY AND DIGITAL ASSURANCE MANAGEMENT

Program Introduction
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Program Learning Outcomes
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Required Program Core Courses (32 Semester Credit Hours)

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</table>

Program Core Special Instructions

MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.

BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

Concentration Learning Outcomes

• Function at the professional middle management level in the Information Security and Digital Assurance management field.
• Demonstrate effective written communication in an advanced Information Security and Digital Assurance environment.
• Perform critical analysis of complex situations in Information Security and Digital Assurance management and offer and evaluate alternative solutions to protect information.
• Apply business knowledge, concepts, and frameworks to dynamic situations in Information Security and Digital Assurance management.
• Marshal and manage relevant resources in Information Security and Digital Assurance management particularly in an uncertain global environment.
• Integrate, apply, and synthesize knowledge across the functional areas of Information Security and Digital Assurance management.
• Demonstrate awareness of and work effectively in a diverse organization as an Information Security and Digital Assurance management specialist.
• Recognize, analyze, and confront ethical and social responsibility issues in Information Security and Digital Assurance management.

Required Concentration Core Courses (12 Semester Credit Hours)
ITM 517 Information Security Overview for Managers and Policy Makers 4
ITM 527 IT Security and Disaster Recovery Management 4
ITM 537 Principles of Information Security Auditing and Digital Forensics 4

Total Degree Credit Hour Requirement 44 Semester Credit Hours

Master of Business Administration

INFORMATION TECHNOLOGY MANAGEMENT

Program Introduction
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The Master of Business Administration degree is recognized throughout the business world as an important contributor to a successful career. The TUI Master of Business Administration degree concentrates on application of theory to real situations, with special emphasis on business in a multinational environment. Therefore, it is ideally suited to the contemporary business arena.

The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
• Function at the professional middle management level in his/her chosen field of business administration
• Demonstrate effective written communication in an advanced business environment
• Analyze complex business situations and offer and evaluate alternative solutions
• Apply business knowledge, concepts, and frameworks to dynamic business situations
• Marshal and manage relevant resources in uncertain and global business environments
• Integrate, apply, and synthesize knowledge across the functional areas of business

**Required Program Core Courses** (32 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
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<td>ACC 501</td>
<td>Accounting for Decision Making</td>
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<td>MKT 501</td>
<td>Strategic Marketing</td>
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**Program Core Special Instructions**

- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

**Concentration Learning Outcomes**

- Function at the professional middle management level in the information technology management field.
- Demonstrate effective written communication in an advanced information technology management environment.
- Perform critical analysis of complex situations in information technology management and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in information technology management.
- Marshal and manage relevant resources in information technology management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of information technology management.
- Demonstrate awareness of and work effectively in a diverse organization as an information technology management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in information technology management.

**Required Concentration Core Courses** (12 Semester Credit Hours)

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<th>Course Code</th>
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<tbody>
<tr>
<td>ITM 525</td>
<td>Management of Information Technology in Organizations</td>
<td>4</td>
</tr>
<tr>
<td>ITM 530</td>
<td>Managing IT Systems Development in Context of Multiple Stakeholders' Expectations</td>
<td>4</td>
</tr>
<tr>
<td>ITM 540</td>
<td>Database and Knowledge Base Management</td>
<td>4</td>
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**Total Degree Credit Hour Requirement** 44 Semester Credit Hours
Program Introduction
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Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
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Program Core Special Instructions

- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed. 4
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599. 4

Concentration Learning Outcomes

- Function at the professional middle management level in the field of international business.
- Demonstrate effective written communication in an advanced international business environment.
• Perform critical analysis of complex situations in international business and offer and evaluate alternative solutions.
• Apply business knowledge, concepts, and frameworks to dynamic situations in international business.
• Marshal and manage relevant resources within the international business field particularly in an uncertain global environment.
• Integrate, apply, and synthesize knowledge across the functional areas of international business.
• Demonstrate awareness of and work effectively in a diverse organization within the international business field.
• Recognize, analyze, and confront ethical and social responsibility issues in international business.

Required Concentration Core Courses (12 Semester Credit Hours)
FIN 502 International Finance 4
MKT 502 International Marketing 4
LOG 502 Managing the Global Logistics Chain 4

Total Degree Credit Hour Requirement 44 Semester Credit Hours

Master of Business Administration

LOGISTICS

Program Introduction
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The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
• Function at the professional middle management level in his/her chosen field of business administration
• Demonstrate effective written communication in an advanced business environment
• Analyze complex business situations and offer and evaluate alternative solutions
• Apply business knowledge, concepts, and frameworks to dynamic business situations
• Marshal and manage relevant resources in uncertain and global business environments
• Integrate, apply, and synthesize knowledge across the functional areas of business
Required Program Core Courses (32 Semester Credit Hours)
ACC 501 Accounting for Decision Making 4
BUS 599 MBA Integrative Project 4
ETH 501 Business Ethics 4
FIN 501 Strategic Corporate Finance 4
ITM 501 Management Information Systems and Business Strategy 4
MGT 501 Management and Organizational Behavior 4
MGT 599 Strategic Management 4
MKT 501 Strategic Marketing 4

Program Core Special Instructions
MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.
BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

Concentration Learning Outcomes
- Function at the professional middle management level in the logistics field.
- Demonstrate effective written communication in an advanced logistics environment.
- Perform critical analysis of complex situations within the logistics field and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations within logistics systems.
- Marshal and manage relevant resources within logistics systems particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of logistics.
- Demonstrate awareness of and work effectively in a diverse organization within the logistics field.
- Recognize, analyze, and confront ethical and social responsibility issues in the logistics field.

Required Concentration Core Courses (12 Semester Credit Hours)
LOG 501 Managing the Supply Chain 4

Concentration Elective Courses, Select 2 courses from the following:
LOG 502 Managing the Global Logistics Chain 4
LOG 503 Managing Logistics Operations 4
OPM 500 Operations Management for Managers 4

Total Degree Credit Hour Requirement 44 Semester Credit Hours

Master of Business Administration

Management Accounting

Program Introduction
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Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
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Required Program Core Courses (32 Semester Credit Hours)

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</table>

Program Core Special Instructions

- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

Concentration Learning Outcomes

- Function at the professional middle management level in the managerial accounting management field.
- Demonstrate effective written communication in an advanced managerial accounting management environment.
- Perform critical analysis of complex situations in managerial accounting and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in managerial accounting management.
- Marshal and manage relevant resources in managerial accounting management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of managerial accounting management.
• Demonstrate awareness of and work effectively in a diverse organization as a managerial accounting management specialist.
• Recognize, analyze, and confront ethical and social responsibility issues in managerial accounting management.

**Required Concentration Core Courses**

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<tr>
<td>ACC 503</td>
<td>Federal Taxation &amp; Business Strategy</td>
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</tr>
<tr>
<td>ACC 504</td>
<td>Issues in Managerial Accounting</td>
<td>4</td>
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</tbody>
</table>

**Total Degree Credit Hour Requirement**  44 Semester Credit Hours

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**Master of Business Administration**

**MARKETING**

**Program Introduction**

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**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

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**Required Program Core Courses** (32 Semester Credit Hours)

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</table>
MGT 599  Strategic Management  4
MKT 501  Strategic Marketing  4

Program Core Special Instructions
MGT 599  Strategic Management may not be taken until all other core courses have been successfully completed.  4
BUS 599  MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.  4

Concentration Learning Outcomes
- Function at the professional middle management level in the marketing management field.
- Demonstrate effective written communication in an advanced marketing management environment.
- Perform critical analysis of complex situations in marketing and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in marketing management.
- Marshal and manage relevant resources in marketing management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of marketing management.
- Demonstrate awareness of and work effectively in a diverse organization as a marketing management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in marketing management.

Required Concentration Core Courses (12 Semester Credit Hours)
MKT 510  Marketing Services  4

Concentration Elective Courses, Select 2 courses from the following:
ITM 515  Customer Relations Management Technologies  4
ITM 535  Business Intelligence: Data Mining, Data Warehousing & Data Analytics  4
MKT 502  International Marketing  4
MGT 515  Customer Relationship Management  4

Total Degree Credit Hour Requirement  44 Semester Credit Hours

Master of Business Administration

PROJECT MANAGEMENT

Program Introduction
The mission of the College of Business Administration is to prepare its students to effectively function in a global business environment. Our student-centered philosophy uniquely serves those business students who have traditionally been underserved due to limitations of time, distance, and/or occupation. We emphasize the critical analysis and solution-finding of practical business issues, and the development of scholarly knowledge in the areas of business and organizational management.
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The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
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- Integrate, apply, and synthesize knowledge across the functional areas of business

**Required Program Core Courses** (32 Semester Credit Hours)

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**Program Core Special Instructions**

- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

**Concentration Learning Outcomes**

- Function at the professional entry level in his/her chosen field of project management.
- Use the Internet and other resources to remain current in project management.
- Research specific topics in the core areas of project management.
- Make effective decisions within project management using appropriate analytical and critical thinking processes.
- Demonstrate effective written communication skills in a project management environment.
- Develop a foundation of project management knowledge useful for advance project management certifications

**Required Concentration Core Courses** (12 Semester Credit Hours)

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<tbody>
<tr>
<td>PRM 501</td>
<td>Foundations of Project Management</td>
<td>4</td>
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<td>ACC 504</td>
<td>Issues in Managerial Accounting</td>
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**Concentration Elective Courses**, Select 1 courses from the following:

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<tr>
<td>ITM 533</td>
<td>IT Project, Logistics, and Contract Management</td>
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Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

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Program Core Special Instructions
- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT 599.
Concentration Learning Outcomes

- Demonstrate proficiency at the professional middle management level in the quality management field.
- Demonstrate effective written communication in an advanced quality management environment.
- Perform critical analysis of complex situations in quality management and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in quality management.
- Marshal and manage relevant resources in quality management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of quality management.
- Demonstrate awareness of and work effectively in a diverse organization as a quality management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in quality management.

Required Concentration Core Courses (12 Semester Credit Hours)

QMT 501 Introduction to Quality Management & Six Sigma 4
QMT 503 Statistical Methods for Six Sigma and Quality 4
QMT 509 Advanced Design and Analysis Methods for Quality Assessment 4

Total Degree Credit Hour Requirement 44 Semester Credit Hours

Master of Business Administration

SAFETY MANAGEMENT

Program Introduction

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The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.
Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
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Required Program Core Courses (32 Semester Credit Hours)

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<td>MGT 501</td>
<td>Management and Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MGT 599</td>
<td>Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>MKT 501</td>
<td>Strategic Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions
MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.
BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

Concentration Learning Outcomes

- Function at the professional middle management level in the safety management field.
- Demonstrate effective written communication in an advanced safety management environment.
- Perform critical analysis of complex situations in safety and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in safety management.
- Marshal and manage relevant resources in safety management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of safety management.
- Demonstrate awareness of and work effectively in a diverse organization as a safety management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in safety management.

Required Concentration Core Courses (12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHE 503</td>
<td>Strategic Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MHE 510</td>
<td>Occupational Health and Safety</td>
<td>4</td>
</tr>
<tr>
<td>MIH 527</td>
<td>Environmental Health Assessment</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credit Hour Requirement 44 Semester Credit Hours
**Master of Business Administration**

**STRATEGIC LEADERSHIP**

**Program Introduction**
The mission of the College of Business Administration is to prepare its students to effectively function in a global business environment. Our student-centered philosophy uniquely serves those business students who have traditionally been underserved due to limitations of time, distance, and/or occupation. We emphasize the critical analysis and solution-finding of practical business issues, and the development of scholarly knowledge in the areas of business and organizational management.

The Master of Business Administration degree is recognized throughout the business world as an important contributor to a successful career. The TUI Master of Business Administration degree concentrates on application of theory to real situations, with special emphasis on business in a multinational environment. Therefore, it is ideally suited to the contemporary business arena.

The program is designed to assist candidates to obtain quality graduate-level content expertise in all of the functional areas of business administration.

**Learning Outcomes**
Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
- Marshal and manage relevant resources in uncertain and global business environments
- Integrate, apply, and synthesize knowledge across the functional areas of business

**Required Program Core Courses** (32 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 501</td>
<td>Accounting for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>BUS 599</td>
<td>MBA Integrative Project</td>
<td>4</td>
</tr>
<tr>
<td>ETH 501</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 501</td>
<td>Strategic Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>ITM 501</td>
<td>Management Information Systems and Business Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MGT 501</td>
<td>Management and Organizational Behavior</td>
<td>4</td>
</tr>
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<td>MGT 599</td>
<td>Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>MKT 501</td>
<td>Strategic Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

- MGT 599 Strategic Management may not be taken until all other core courses have been successfully completed.
- BUS 599 MBA Integrative Project (Capstone) must be taken in final session, and not concurrently with MGT599.

**Concentration Learning Outcomes** Function at the professional middle management level in the strategic leadership field.
• Demonstrate effective written communication in an advanced strategic leadership environment.
• Perform critical analysis of complex situations in strategic leadership and offer and evaluate alternative solutions.
• Apply business knowledge, concepts, and frameworks to dynamic situations in strategic leadership.
• Marshal and manage relevant resources in strategic leadership particularly in an uncertain global environment.
• Integrate, apply, and synthesize knowledge across the functional area of strategic leadership.
• Demonstrate awareness of and work effectively in a diverse organization within the strategic leadership field.
• Recognize, analyze, and confront ethical and social responsibility issues in strategic leadership.

**Required Concentration Core Courses** (12 Semester Credit Hours)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 506</td>
<td>Strategic Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGT 508</td>
<td>Leadership of Teams</td>
<td>4</td>
</tr>
<tr>
<td>NCM 512</td>
<td>Negotiation Strategies</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credit Hour Requirement** 44 Semester Credit Hours

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**Dual Degree MBA/MSHA:**

*Master of Science in Health Administration (MSHA) and Master of Business Administration (MBA)*

**Program Introduction**
The College of Business Administration and the College of Health Sciences have joined forces to offer a Dual MBA /MSHA program that result in the conferral of a Master of Business Administration (MBA) degree and a Master of Science in Health Administration (MSHA) degree.

**Program Learning Outcomes**

**MSHA Program Learning Outcomes**

- Identify and apply appropriate models and theories to approach and address administrative healthcare problems or issues.
- Evaluate multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Critically evaluate professional literature in the field of health administration.
- Develop effective written documents and presentations as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.

**MBA Program Learning Outcomes**

- Function at the professional middle management level in his/her chosen field of business administration
• Demonstrate effective written communication in an advanced business environment
• Analyze complex business situations and offer and evaluate alternative solutions
• Apply business knowledge, concepts, and frameworks to dynamic business situations
• Marshal and manage relevant resources in uncertain and global business environments
• Integrate, apply, and synthesize knowledge across the functional areas of business

**Required Program Core Courses**  
(64 Semester Credit Hours)

**MBA courses:**

- ACC 501  Accounting for Decision Making  4
- ETH 501  Business Ethics  4
- FIN 501  Strategic Corporate Finance  4
- ITM 501  Management Information Systems and Business Strategy  4
- MGT 501  Management and Organizational Behavior  4
- MGT 599  Strategic Management  4
- MKT 501  Strategic Marketing  4
- OPM 500  Operation Management for Managers  4

**MSHA courses:**

- MHA 506  Health Care Systems Organization  4
- MHA 507  Health Care Delivery Systems  4
- MHM 502  Health Care Finance  4
- MHM 505  Introduction to Quality Assurance  4
- MHM 514  Health Information Systems  4
- MHM 522  Legal Aspects of Health Administration  4
- MHM 525  Marketing in Health Care  4
- CAP 599  Integrative Dual Degree Capstone Course in Health Care Business Management  4

**Program Core Special Instructions**

- CAP 599  Integrative Project (Capstone) must be taken in final session.  4

- The student needs to apply specifically to the dual degree program when applying to the university.
- The MSHA/MBA degree requires total of 64 credit hours, 32 credits from each program. The student may choose which program he/she completes first.
- Dual degree students must satisfy the curriculum and graduation requirements of both the MBA and MSHA programs, and follow their degree plan. CAP599, the Integrated Capstone course, must be the last course taken after the required courses in both the MSHA and the MBA program have been taken.
- Students withdrawing from the dual degree program before completing both degrees will only receive credit toward graduation for such courses that qualify toward a single degree program. In this situation students will take the capstone course for the single degree program they wish to complete (MHA599 for the MSHA or BUS599 for the MBA). The CAP599 integrated capstone is only applicable for the Dual Degree.
- The MBA and MSHA degrees will be awarded upon successful completion of the requirements of the entire dual degree program.

**Total Degree Credit Hour Requirement**  64 Semester Credit Hours
Master of Science in Human Resource Management

Program Introduction
Human Resource professionals play an essential role in 21st century organizations, whose success is increasingly determined by the organization’s ability to attract, retain, develop and reward top talent. Human Resource professionals are valuable assets, expected to contribute to both the strategic direction and operational vision of the organization.

The Master of Science in Human Resource Management (MSHRM) degree is designed to provide graduates with the knowledge and skills needed to excel in careers in the large and growing human resources field. This degree provides students with a strong business background and an in-depth knowledge of the Human Resource Management discipline.

Program Learning Outcomes
By the end of this MSHRM degree program, graduates should be able to:

- Identify and apply appropriate quantitative metrics measurement and qualitative business models to:
  - Evaluate human resource management systems performance
  - Solve complex problems and ethical dilemmas in human resource management
- Conduct library/internet research and critically evaluate information sources.
- Demonstrate effective written and oral communications at all levels of the organization.
- Analyze complex human resource situations, integrate ethical decision making and offer and evaluate alternative solutions to problems and decisions.
- Evaluate metrics and other information representing diverse perspectives, conflicting evidence, competing interests and priorities and determine an ethical, optimal course of action.
- Apply a strategic systems perspective to improve, integrate and align human resource management goals and objectives with the organization's overall strategic goals to add value.
- Execute human resource management research by finding, collecting, measuring and evaluating human resource management systems data.
- Apply up-to-date HRM systems, processes and procedures within all sizes of organizations.
- Demonstrate the ability to assess cultural, international and/or global perspectives relating to the management of human resources.

Required Program Core Courses (36 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETH 501</td>
<td>Business Ethics</td>
<td>4</td>
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<tr>
<td>MGT 501</td>
<td>Management and Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MGT 509</td>
<td>Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 511</td>
<td>Advanced Topics in Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 516</td>
<td>Legal Implications in Human Resource</td>
<td>4</td>
</tr>
<tr>
<td>HRM 520</td>
<td>Staffing, Performance Management &amp; Training</td>
<td>4</td>
</tr>
<tr>
<td>HRM 522</td>
<td>Employment &amp; Labor Relations</td>
<td>4</td>
</tr>
<tr>
<td>HRM 590</td>
<td>Analytics, Metrics &amp; Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>HRM 599</td>
<td>Integrative Capstone</td>
<td></td>
</tr>
</tbody>
</table>

Program Core Special Instructions

HRM 599    HRM599 Integrative Capstone must be taken during the last semester of the program 4
Program Elective Courses, Select 2 courses from the following (8 Semester Credit Hours):

- ACC 501 Accounting for Decision Making 4
- BUS 503 Organizational Transformation 4
- FIN 501 Corporate Finance 4
- ITM 501 Management Information Systems & Business Strategy 4
- MGT 503 Advanced Entrepreneurship 4
- MGT 506 Strategic Leadership 4
- MGT508 Leadership of Teams 4
- MGT 599 Strategic Management 4
- MKT 501 Strategic Marketing 4
- OPM 500 Operations Management 4
- PRM 501 Foundations of Project Management 4

Total Degree Credit Hour Requirement 44 Semester Credit Hours

Doctor of Philosophy in Business Administration

ACCOUNTING / FINANCE

Program Introduction

The Ph.D. in Business Administration prepares professionals from various sectors, including academia, the military, and the private sector, to serve as educators, researchers, and scholars. All students in the program will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation. Students will gain knowledge and skills that may be used to function at the entry level of university professorial track teaching. Students will gain an extensive background and comprehension of various areas of business administration and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences.

Students will choose one of the concentrations and complete four courses. (In most cases you will have some required courses and others that are electives in each concentration. You must have 4 courses in the concentration). That concentration will be listed on the diploma and transcript. Alternatively, students may complete any four Ph.D. In this case, there will be no concentration and none will be listed on either the diploma or transcript.

Program Learning Outcomes

Upon successful completion of their respective program specialization, the graduate should be able to:

- Function at the entry level of university professorial track teaching in the area of business administration.
- Demonstrate effective scholarly writing and presentation skills in the field of business administration.
- Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as a functional area of business of their choice.
• Demonstrate the acquisition of advanced knowledge and comprehension including current developments in an area of specialty within the field of business administration.
• Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business.
• Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration.
• Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference.

Required Program Core Courses (28 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORG 601</td>
<td>Organizational Studies I</td>
<td>4</td>
</tr>
<tr>
<td>ORG 602</td>
<td>Organizational Studies II</td>
<td>4</td>
</tr>
<tr>
<td>RES 600</td>
<td>Introductory Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>RES 601</td>
<td>Research Design and Fieldwork</td>
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</tr>
<tr>
<td>RES 603</td>
<td>Advanced Data Management and Analysis</td>
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</tr>
<tr>
<td>RES 620</td>
<td>Current Research in Business and Management</td>
<td>4</td>
</tr>
<tr>
<td>DBA 699</td>
<td>Dissertation Proposal Seminar*</td>
<td>4</td>
</tr>
<tr>
<td>RES 699</td>
<td>Special Topics in Dissertation Reading and Research **</td>
<td>4</td>
</tr>
<tr>
<td>DBA 700 through 711</td>
<td>Dissertation Continuation</td>
<td>4</td>
</tr>
<tr>
<td>DBA 712 and above</td>
<td>Dissertation Continuation</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

* Must successfully pass the written and oral sections of the qualifying exam before being allowed to enroll in DBA699.

** Students who fail the qualifying exam may take additional elective coursework such as RES 699. Additional coursework is not required; however, this option is available for students who wish to receive additional guidance in preparing for the qualifying exam.

Concentration Learning Outcomes

The overall objectives of the concentration are to prepare students to be able to:

• Function at the entry level of university professorial track teaching in the field of Business Administration with emphasis in the areas of finance and accounting.
• Demonstrate effective scholarly writing and presentation skills in the field of Business Administration with an emphasis in the areas of finance and accounting.
• Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as the functional areas of finance and accounting.
• Demonstrate the acquisition of advanced knowledge and comprehension including current developments in the areas of finance and accounting.
• Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business with an emphasis in the areas of finance and accounting.
• Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration with emphasis in finance and accounting.
• Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference emphasizing the finance and accounting areas of business.

Required Concentration Core Courses (16 Semester Credit Hours)
ACC 601  Financial/Managerial/Behavioral Accounting  4  
FIN 601  Studies in Corporate Finance  4  
RES 610  Advanced Multivariate Data Analysis  4  
MGT 607  Strategic Management  4  

**Total Degree Credit Hour Requirement**  includes 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation.

Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702....

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

---

**Doctor of Philosophy in Business Administration**

**INFORMATION SYSTEMS / INFORMATION TECHNOLOGY MANAGEMENT**

**Program Introduction**

The Ph.D. in Business Administration prepares professionals from various sectors, including academia, the military, and the private sector, to serve as educators, researchers, and scholars. All students in the program will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation. Students will gain knowledge and skills that may be used to function at the entry level of university professorial track teaching. Students will gain an extensive background and comprehension of various areas of business administration and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences.

Students will choose one of the concentrations and complete four courses. (In most cases you will have some required courses and others that are electives in each concentration. You must have 4 courses in the concentration). That concentration will be listed on the diploma and transcript. Alternatively, students may complete any four Ph.D. elective courses. In this case, there will be no concentration and none will be listed on either the diploma or transcript.

**Program Learning Outcomes**

Upon successful completion of their respective program specialization, the graduate should be able to:

- Function at the entry level of university professorial track teaching in the area of business administration.
- Demonstrate effective scholarly writing and presentation skills in the field of business administration.
- Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as a functional area of business of their choice.
Demonstrate the acquisition of advanced knowledge and comprehension including current developments in an area of specialty within the field of business administration.

Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business.

Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration.

Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference.

**Required Program Core Courses** (28 Semester Credit Hours)

<table>
<thead>
<tr>
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<td>Organizational Studies I</td>
<td>4</td>
</tr>
<tr>
<td>ORG 602</td>
<td>Organizational Studies II</td>
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<td>Introductory Data Analysis</td>
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<td>Research Design and Fieldwork</td>
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<td>RES 603</td>
<td>Advanced Data Management and Analysis</td>
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<td>RES 620</td>
<td>Current Research in Business and Management</td>
<td>4</td>
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<tr>
<td>DBA 699</td>
<td>Dissertation Proposal Seminar* (Capstone must be taken in final session)</td>
<td>4</td>
</tr>
<tr>
<td>RES 699</td>
<td>Special Topics in Dissertation Reading and Research ** (Enrollment by Permission Only)</td>
<td>4</td>
</tr>
<tr>
<td>DBA 700 through 711</td>
<td>Dissertation Continuation</td>
<td>4</td>
</tr>
<tr>
<td>DBA 712 and above</td>
<td>Dissertation Continuation</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

* Must successfully pass the written and oral sections of the qualifying exam before being allowed to enroll in DBA699.

** Students who fail the qualifying exam may take additional elective coursework such as RES 699. Additional coursework is not required; however, this option is available for students who wish to receive additional guidance in preparing for the qualifying exam.

**Concentration Learning Outcomes**

- Within the field of Information Systems & Information Technology Management, the graduate should be able to:
- Function at the entry level of university professorial track teaching in the field of Business Administration with emphasis in the area of information technology management.
- Demonstrate effective scholarly writing and presentation skills in the field of Business Administration with an emphasis in the area of information technology management.
- Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as the area of information technology management.
- Demonstrate the acquisition of advanced knowledge and comprehension including current developments in the area of information technology management.
- Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business with an emphasis in the area of information technology management.
- Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration with emphasis in information technology management.
- Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference emphasizing the information technology management area of business.
### Required Concentration Core Courses (16 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 603</td>
<td>Foundations of Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ITM 604</td>
<td>Seminar in Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>RES 610</td>
<td>Advanced Multivariate Data Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

### Concentration Elective Courses
Select 1 course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tbody>
<tr>
<td>ORG 605</td>
<td>Organizational Change</td>
<td>4</td>
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<tr>
<td>MGT 607</td>
<td>Strategic Management</td>
<td>4</td>
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<td>MGT 699</td>
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### Total Degree Credit Hour Requirement
includes 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

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**Doctor of Philosophy in Business Administration**

**Management and Organizations**

### Program Introduction
The Ph.D. in Business Administration prepares professionals from various sectors, including academia, the military, and the private sector, to serve as educators, researchers, and scholars. All students in the program will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation. Students will gain knowledge and skills that may be used to function at the entry level of university professorial track teaching. Students will gain an extensive background and comprehension of various areas of business administration and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences.

Students will choose one of the concentrations and complete four courses. (In most cases you will have some required courses and others that are electives in each concentration. You must have 4 courses in the concentration). That concentration will be listed on the diploma and transcript. Alternatively, students may complete any four Ph.D. In this case, there will be no concentration and none will be listed on either the diploma or transcript.

### Program Learning Outcomes
Upon successful completion of their respective program specialization, the graduate should be able to:

- Function at the entry level of university professorial track teaching in the area of business administration.
- Demonstrate effective scholarly writing and presentation skills in the field of business administration.
• Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as a functional area of business of their choice.
• Demonstrate the acquisition of advanced knowledge and comprehension including current developments in an area of specialty within the field of business administration.
• Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business.
• Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration.
• Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference.

**Required Program Core Courses** (28 Semester Credit Hours)

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</tbody>
</table>

**Program Core Special Instructions**

* Must successfully pass the written and oral sections of the qualifying exam before being allowed to enroll in DBA699.

** Students who fail the qualifying exam may take additional elective coursework such as RES 699. Additional coursework is not required; however, this option is available for students who wish to receive additional guidance in preparing for the qualifying exam.

**Concentration Learning Outcomes**

The overall objectives of the concentration are to prepare students to be able to:

• Function at the entry level of university professorial track teaching in the field of Business Administration with emphasis in the areas of management and organizations.
• Demonstrate effective scholarly writing and presentation skills in the field of Business Administration with an emphasis in the areas of management and organizations.
• Demonstrate a comprehensive background, understanding, and comprehension of organizational studies and management.
• Demonstrate the acquisition of advanced knowledge and comprehension including current developments in the areas of management and organizations.
• Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business with an emphasis in the areas of management and organizations.
• Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration with emphasis in management and organizations.
• Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference emphasizing management and organizations.

**Required Concentration Core Courses** (16 Semester Credit Hours)

- **RES 610** Advanced Multivariate Data Analysis (Required) 4
- **MGT 699** Advanced Topics in Management Research (Required) 4
- **ORG 605** Organizational Change (Required) 4
- **MGT 607** Strategic Management (Required) 4

**Total Degree Credit Hour Requirement** includes 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

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**Doctor of Philosophy in Business Administration**

**MARKETING**

**Program Introduction**

The Ph.D. in Business Administration prepares professionals from various sectors, including academia, the military, and the private sector, to serve as educators, researchers, and scholars. All students in the program will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation. Students will gain knowledge and skills that may be used to function at the entry level of university professorial track teaching. Students will gain an extensive background and comprehension of various areas of business administration and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences.

Students will choose one of the concentrations and complete four courses. (In most cases you will have some required courses and others that are electives in each concentration. You must have 4 courses in the concentration). That concentration will be listed on the diploma and transcript. Alternatively, students may complete any four Ph.D. In this case, there will be no concentration and none will be listed on either the diploma or transcript.

**Program Learning Outcomes**

Upon successful completion of their respective program specialization, the graduate should be able to:

- Function at the entry level of university professorial track teaching in the area of business administration.
- Demonstrate effective scholarly writing and presentation skills in the field of business administration.
- Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as a functional area of business of their choice.
- Demonstrate the acquisition of advanced knowledge and comprehension including current developments in an area of specialty within the field of business administration.
- Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business.
- Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration.
- Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference.

**Required Program Core Courses** (28 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORG 601</td>
<td>Organizational Studies I</td>
<td>4</td>
</tr>
<tr>
<td>ORG 602</td>
<td>Organizational Studies II</td>
<td>4</td>
</tr>
<tr>
<td>RES 600</td>
<td>Introductory Data Analysis</td>
<td>4</td>
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<tr>
<td>RES 601</td>
<td>Research Design and Fieldwork</td>
<td>4</td>
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<td>RES 603</td>
<td>Advanced Data Management and Analysis</td>
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<tr>
<td>RES 620</td>
<td>Current Research in Business and Management</td>
<td>4</td>
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<tr>
<td>DBA 699</td>
<td>Dissertation Proposal Seminar* (Capstone must be taken in final session)</td>
<td>4</td>
</tr>
<tr>
<td>RES 699</td>
<td>Special Topics in Dissertation Reading and Research ** (Enrollment by Permission Only)</td>
<td>4</td>
</tr>
<tr>
<td>DBA 700 through 711</td>
<td>Dissertation Continuation</td>
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<tr>
<td>DBA 712 and above</td>
<td>Dissertation Continuation</td>
<td>4</td>
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</table>

**Program Core Special Instructions**

* Must successfully pass the written and oral sections of the qualifying exam before being allowed to enroll in DBA699.

** Students who fail the qualifying exam may take additional elective coursework such as RES 699. Additional coursework is not required; however, this option is available for students who wish to receive additional guidance in preparing for the qualifying exam.

**Concentration Learning Outcomes**

The overall objectives of the concentration are to prepare students to be able to:

- Function at the entry level of university professorial track teaching in the field of Business Administration with emphasis in the area of marketing.
- Demonstrate effective scholarly writing and presentation skills in the field of Business Administration with an emphasis in the area of marketing.
- Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as the functional area of marketing.
- Demonstrate the acquisition of advanced knowledge and comprehension including current developments in the area of marketing.
- Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business with an emphasis in the area of marketing.
- Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration with emphasis in marketing.
- Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference emphasizing the marketing area of business.
**Required Concentration Core Courses** (16 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES 610</td>
<td>Advanced Multivariate Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MKT 601</td>
<td>Marketing Management Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MKT 604</td>
<td>Buyer Decision-Making and Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

**Concentration Elective Courses** Select 1 course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 607</td>
<td>Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 699</td>
<td>Advanced Topics in Management Research</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credit Hour Requirement** includes 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

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**College of Education**

The College of Education recognizes that its mission is to produce competent and caring professionals and leaders committed to improving the education of the populations they serve. This mission is satisfied by providing high quality degree programs that provide in-depth knowledge and broad understanding of respective fields of study, emphasize critical thinking and ethical practice, and promote interdisciplinary collaboration. Highly qualified and diverse faculty shall facilitate development of active learning utilizing advanced technology and a student-centered approach in meeting the needs of diverse adult learners including traditionally underserved populations.

**Students should note that the MAED and Ph.D. in Educational Leadership programs are not certificate or credentialing programs.** TUI cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

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**Masters of Arts in Education**

**ADULT EDUCATION**

**Program Introduction**

The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.
Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.
- Write scholarly essays on policy, programs and issues relating to education and education leadership.

Required Program Core Courses (24 Semester Credit Hours)
- MAE 502 Psychological Foundation of Learning 4
- MAE 504 Research Methods in Education 4
- MAE 506 Law and Ethics in Education 4
- MAE 508 Cultural and Cross Cultural Perspectives in Education 4
- MAE 510 Information Systems in Education 4
- MAE 598 Capstone Integrative Seminar in Adult Education 4

Program Core Special Instructions
MAE 598 Capstone Integrative Seminar in Adult Education must be taken in final session 4

Concentration Introduction
The Adult Education concentration provides the student with the knowledge and skills needed to plan, develop and deliver effective training programs in the following settings: vocational schools, colleges, universities and the corporate world. Graduates of the program may apply for positions in training and development (trainers provide programs for employees encompassing a wide variety of job related topics that typically provide information or skills that help improve employees' work performance), college teaching, professional organizations, continuing education and national and international for profit organizations and government and nonprofit organizations.

Concentration Learning Outcomes
Integrate theory and practice into developing education and training programs in the following settings: vocational schools, colleges, universities and the corporate world
- Understand and apply concepts of andragogy to design and development of adult learning experiences
- Plan, develop and deliver effective education and training for staff development and employee improvement
- Apply knowledge and skills to management of adult education programs
- Contribute significantly to professional organizations in continuing education and adult learning

Required Concentration Elective Courses Select 3 courses from the following:
(12 Semester Credit Hours)
- MAE 520 Introduction to Adult Education 4
Program Introduction
The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.
- Write scholarly essays on policy, programs and issues relating to education and education leadership.

Required Program Core Courses (24 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAE 502</td>
<td>Psychological Foundation of Learning</td>
<td>4</td>
</tr>
<tr>
<td>MAE 504</td>
<td>Research Methods in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 520</td>
<td>Introduction to Adult Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 522</td>
<td>Curriculum Development in Adult Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 524</td>
<td>Adult Development and Learning</td>
<td>4</td>
</tr>
<tr>
<td>MAE 589</td>
<td>Capstone Integrative Seminar in Aviation Education</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions
MAE 589 Capstone Integrative Seminar in Aviation Education must be taken in final session 4
Concentration Introduction
The Aviation Education concentration is designed primarily for individuals who are interested in training positions in an aviation related field. The curriculum is structured around a core body of knowledge in adult education and the principles and theories of adult education that are unique to aviation training. The curriculum builds advanced understandings and skills in the applications of learning theory as it applies to flight training, aviation safety training, simulation systems, research, and practice. Individuals completing this program will have the knowledge and skill for positions in the aviation industry for both civilian and government agencies. Graduates of the program usually find jobs as trainers, instructional designers, program evaluators, training supervisors and aviation administrators.

Concentration Learning Outcomes
Apply core body of knowledge and skills in adult learning to program development in aviation education
- Build curriculum that advances applications of learning theory to flight training, aviation safety training and simulation systems
- Integrate theory and best practices into learning experiences for aviation trainers, program evaluators, training supervisors and aviation administrators
- Plan strategic applications for aviation education and training in both civilian and government agencies

Required Concentration Elective Courses Select 3 courses from the following:
(12 Semester Credit Hours)
MAE 551 Instructor Training Techniques in Aviation 4
MAE 553 Simulation Systems in Aviation Education 4
MAE 555 Aviation Safety Education 4
MAE 557 Current Research in Aviation Education 4

Total Degree Credit Hour Requirement 36 Semester Credit Hours

Masters of Arts in Education
CHILDREN’S LITERACY DEVELOPMENT

Program Introduction
The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
• Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
• Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
• Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
• Identify and analyze legal and ethical issues that arise in education practices and institutions.
• Write scholarly essays on policy, programs and issues relating to education and education leadership.

Required Program Core Courses (24 Semester Credit Hours)

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<td>MAE 504</td>
<td>Research Methods in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 506</td>
<td>Law and Ethics in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 508</td>
<td>Cultural and Cross Cultural Perspectives in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 545</td>
<td>Children’s Literacy Assessment</td>
<td>4</td>
</tr>
<tr>
<td>MAE 590</td>
<td>Capstone Integrative Seminar in Children’s Literacy Development</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

MAE 590 Capstone Integrative Seminar in Children’s Literacy Development must be taken in final session.

Concentration Introduction

This concentration focuses on the theory and application in the area of children’s literacy development. There is an effort to reflect upon the current issues in early literacy specifically reading and writing. The theory and research is translated into practical strategies, like in the area of literacy instruction, cross-language acquisition, preventing reading difficulties, teaching skills in developmentally appropriate settings, and meeting standards for skill development, assessment materials, and other related topics. The program provides an integration of theory and application, the application case assignments and session long projects will enable students to apply the knowledge and skills in literacy development within the age range of preschool and kindergarten through elementary school. Graduates of the program may seek management and other specialty positions in the field of children’s literacy and elementary education.

Concentration Learning Outcomes

Apply theory and practical strategies to a range of literacy instruction, including cross-language acquisition and preventing reading difficulties

• Develop teaching skills for developmentally appropriate settings
• Demonstrate curricular activities appropriate for age range of preschool and kindergarten through elementary
• Meet standards for skill development and assessment of materials
• Guide vision and mission of educational organization to support goals of children’s literacy development

Required Concentration Elective Courses (12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 528</td>
<td>Developmental Reading and Writing in Elementary Schools</td>
<td>4</td>
</tr>
<tr>
<td>MAE 541</td>
<td>Acquisition of English as a Second Language</td>
<td>4</td>
</tr>
<tr>
<td>MAE 543</td>
<td>Preventing Reading Difficulty in Young Children</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credit Hour Requirement 36 Semester Credit Hours
Masters of Arts in Education

EARLY CHILDHOOD EDUCATION

Program Introduction
The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.
- Write scholarly essays on policy, programs and issues relating to education and education leadership.

Required Program Core Courses (24 Semester Credit Hours)
- MAE 502 Psychological Foundation of Learning 4
- MAE 504 Research Methods in Education 4
- MAE 506 Law and Ethics in Education 4
- MAE 508 Cultural and Cross Cultural Perspectives in Education 4
- MAE 510 Information Systems in Education 4
- MAE 597 Capstone Integrative Seminar in Child, Family and Community 4

Program Core Special Instructions
MAE 597 Capstone Integrative Seminar in Child, Family and Community must be taken in final session.

Concentration Introduction
The concentration in early childhood education in the Master of Arts in Education focuses on the value of early childhood educational experiences in all aspects of the young child’s life. The students will understand that play is at the basis of learning in all spheres of development, and relationships with peers and adults are key to children’s learning from their experiences. The program provides an integration of theory and application. The application case assignments and projects will enable students to apply the knowledge and skills with children presenting the full range of abilities and disabilities, in a range of settings, and with the full age range of infants and toddlers, preschool and
kindergarten through grade two (age of 0-8). Graduates of the program may seek management and other specialty positions in the field of early childhood education.

**Concentration Learning Outcomes**

Apply knowledge and skills to develop educational experiences in a range of settings, and with the full age range of infants and toddlers, preschool and kindergarten.

- Integrate theory and practice into positive learning for children presenting the full range of abilities and disabilities
- Value early childhood educational experiences in all aspects of the young child's life
- Engage peers and adults as key influences to children's learning experiences
- Understand that play is at the basis of learning in all spheres of development

**Required Concentration Elective Courses** Select 3 courses from the following:
(12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 528</td>
<td>Developmental Reading and Writing Instruction in Elementary Schools</td>
<td>4</td>
</tr>
<tr>
<td>MAE 531</td>
<td>Foundations of Early Childhood Development</td>
<td>4</td>
</tr>
<tr>
<td>MAE 533</td>
<td>Physical Motor, Perceptual and Moral Development of Children 0-8</td>
<td>4</td>
</tr>
<tr>
<td>MAE 535</td>
<td>Administration of Child Development Centers</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credit Hour Requirement** 36 Semester Credit Hours

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**Masters of Arts in Education**

**E-LEARNING**

**Program Introduction**

The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.

**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.
Required Program Core Courses (24 Semester Credit Hours)

MAE 502 Psychological Foundation of Learning 4
MAE 504 Research Methods in Education 4
MAE 506 Law and Ethics in Education 4
MAE 508 Cultural and Cross Cultural Perspectives in Education 4
MAE 510 Information Systems in Education 4
MAE 594 Capstone Integrative Seminar in E-Learning 4

Program Core Special Instructions
MAE 594 Capstone Integrative Seminar in E-Learning must be taken in final session. 4

Concentration Introduction
The concentration in E-learning provides the student an opportunity to become highly qualified in the area of e-learning instruction and training. Students who complete this concentration will demonstrate the knowledge and skills to effectively instruct or train online and serve as professionals and leaders in distance learning initiatives. Courses in this program explore the potential of technology to enhance instruction and learning and provide understanding of the implications of technology-based education and training.

Concentration Learning Outcomes
- Design and develop e-learning instruction and training
- Demonstrate the knowledge and skills to effectively teach or train online
- Serve as professionals and leaders in distance learning initiatives explore the potential of technology to enhance teaching and learning and provide understanding of the implications of technology-based learning

Required Concentration Elective Courses
Select 3 courses from the following:

(12 Semester Credit Hours)
MAE 512 Constructing and Maintaining a Website 4
MAE 519 Foundation of E-Learning 4
MAE 521 Management of E-Learning programs 4
MAE 523 E-Learning Course Design and Curriculum Development 4

Total Degree Credit Hour Requirement 36 Semester Credit Hours

Masters of Arts in Education

EDUCATIONAL LEADERSHIP AND ADMINISTRATION

Program Introduction
The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.
Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.
- Write scholarly essays on policy, programs and issues relating to education and education leadership.

Required Program Core Courses (24 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 502</td>
<td>Psychological Foundation of Learning</td>
<td>4</td>
</tr>
<tr>
<td>MAE 504</td>
<td>Research Methods in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 506</td>
<td>Law and Ethics in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 508</td>
<td>Cultural and Cross Cultural Perspectives in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 510</td>
<td>Information Systems in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 595</td>
<td>Capstone Integrative Seminar in Educational Leadership</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions
MAE 595 Capstone Integrative Seminar in Educational Leadership must be taken in final session.

Concentration Introduction
The concentration in Educational Leadership and Administration provides the student an opportunity to develop knowledge and skills in the content areas of administration and leadership. Students will learn to delineate the roles and tasks of education leaders and administrators in a range of institutions and within community partnerships. Student will also apply education leadership theories and research skills that promote accountability and advancement of student-centered education.

Concentration Learning Outcomes
Apply education leadership theories and research skills that promote accountability and advancement of student-centered education

- Administer and lead prek-12 and higher education programs
- Identify and demonstrate personal leadership style (including transitional and transformation leadership strategies)
- Delineate roles and tasks of education leaders and administrators in a range of institutions and within community partnerships

Required Concentration Elective Courses Select 3 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 507</td>
<td>Strategic Educational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MAE 509</td>
<td>Change and Transformation in Educational Organization</td>
<td>4</td>
</tr>
<tr>
<td>MAE 511</td>
<td>Negotiation Strategies for Educational Leaders</td>
<td>4</td>
</tr>
<tr>
<td>MAE 516</td>
<td>Case Studies: Putting Policy into Practice</td>
<td>4</td>
</tr>
<tr>
<td>MHE 518</td>
<td>Education in Emergency</td>
<td>4</td>
</tr>
</tbody>
</table>
**Masters of Arts in Education**

**Higher Education**

**Program Introduction**
The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.

**Program Learning Outcomes**
Upon successful completion of their respective program option, graduates should be able to:

- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.
- Write scholarly essays on policy, programs and issues relating to education and education leadership.

**Required Program Core Courses** (24 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 502</td>
<td>Psychological Foundation of Learning</td>
<td>4</td>
</tr>
<tr>
<td>MAE 504</td>
<td>Research Methods in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 506</td>
<td>Law and Ethics in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 508</td>
<td>Cultural and Cross Cultural Perspectives in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 510</td>
<td>Information Systems in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 593</td>
<td>Capstone Integrative Seminar in Higher Education</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

MAE 593 Capstone Integrative Seminar in Higher Education must be taken in final session.
Concentration Introduction
The concentration in Higher Education provides the student an opportunity to develop knowledge and skills in the areas of educational institutional/program missions and philosophies, accreditation policy, and pedagogical trends for adult learners. These factors are examined from a theoretical perspective, with further student exploration of strategies and practices for managing higher education enterprises in the areas of assessment (institutional effectiveness), budget and expenditures, information and data, academic and program planning and enrollments. The impacts of national and state coordinating, governing and accreditation boards on institutional management are investigated. Professional organizations for higher education managers are reviewed.

Concentration Learning Outcomes
- Demonstrate knowledge and skills in the areas of educational institutional/program missions and philosophies, accreditation policy, and pedagogical trends for traditional and nontraditional college-age students
- Utilize strategies and practices for managing higher education enterprises in the areas of assessment and institutional effectiveness
- Develop strategic plans for budget and expenditures, information and data, academic and program planning and enrollments
- Guide and coordinate governing and accreditation board reviews
- Contribute significantly to professional organizations in higher education management

Required Concentration Elective Courses
Select 3 courses from the following:
(12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 500</td>
<td>Current Issues in Technology and Learning</td>
<td>4</td>
</tr>
<tr>
<td>MAE 513</td>
<td>Teaching and Curriculum Development in Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 515</td>
<td>Assessment in Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 517</td>
<td>Higher Education Management</td>
<td>4</td>
</tr>
<tr>
<td>MAE 525</td>
<td>Quality Assurance in Higher Education Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credit Hour Requirement 36 Semester Credit Hours

Masters of Arts in Education

Teaching and Instruction

Program Introduction
The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.
Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
• Critically analyze the historical, social, economic, and political influences on education institutions and practices.
• Identify the structures in education organizations that can be mobilized for engagement in practice.
• Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
• Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
• Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
• Identify and analyze legal and ethical issues that arise in education practices and institutions.
• Write scholarly essays on policy, programs and issues relating to education and education leadership.

Required Program Core Courses (24 Semester Credit Hours)
MAE 502 Psychological Foundation of Learning 4
MAE 504 Research Methods in Education 4
MAE 506 Law and Ethics in Education 4
MAE 508 Cultural and Cross Cultural Perspectives in Education 4
MAE 510 Information Systems in Education 4
MAE 591 Capstone Integrative Seminar in Teaching and Instruction 4

Program Core Special Instructions
MAE 591 Capstone Integrative Seminar in Teaching and Instruction must be taken in final session.

Concentration Introduction
The teaching and Instruction concentration provides the student with the knowledge and skills needed to create instructional experiences that are performance-based and aligned to specific student learning styles. This process is guided by pedagogical and philosophical theory and practice that results in learning that can be observed and measured. Students will explore a number of instructional design models, including those with direct and non-direct approaches to instruction. Students may study cognitive and behavioral theories which impact learning in children and adults. Students may also explore the role of instructional technology on instruction and learning.

Concentration Learning Outcomes
• Create instructional experiences that are performance-based and aligned to specific student learning styles
• Utilize pedagogical and philosophical theory and practice to make decisions about curriculum and instruction
• Employ a number of instructional design models to guide curriculum development that impact learning in children and adults
• Observe and measure teaching and learning
• Understand where and when to integrate instructional technology for teaching and learning

Required Concentration Elective Courses Select 3 courses from the following: (12 Semester Credit Hours)
MAE 501 Research on Effective Teaching 4
Masters of Arts in Education

TRAINING AND DEVELOPMENT

Program Introduction
The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of education as well as an increased competence in fulfilling educational responsibilities. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher licensure.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.
- Write scholarly essays on policy, programs and issues relating to education and education leadership.

Required Program Core Courses (24 Semester Credit Hours)

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<td>MAE 504</td>
<td>Research Methods in Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 522</td>
<td>Curriculum Development in Adult Education</td>
<td>4</td>
</tr>
<tr>
<td>MAE 523</td>
<td>E-Learning Course Design and Curriculum Development</td>
<td>4</td>
</tr>
<tr>
<td>MAE 526</td>
<td>Foundation of Training and Development</td>
<td>4</td>
</tr>
<tr>
<td>MAE 596</td>
<td>Capstone Integrative Seminar in Training and Development</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions
MAE 596 Capstone Integrative Seminar in Training and Development must be taken in final session.
Concentration Introduction
The Training and Development concentration is designed primarily for individuals who are interested in training positions in nonprofit and for-profit organizations. The curriculum is structured around a core body of knowledge in adult education and the principles and theories of human performance improvement. The curriculum builds advanced understandings and skills in program design and the applications of learning theory incorporating principles, research, and practice. Individuals completing this program will have the knowledge and skill for positions in diverse organizations, including business and industry, government and health care. Graduates of the program usually find jobs as trainers, instructional designers, program evaluators, performance analysts, career development specialists, and organization developers.

Concentration Learning Outcomes
- Designed training programs for nonprofit and for-profit organizations
- Utilize theory and practice in andragogy to structure curriculum for adult learners
- Facilitate experiences for human performance improvement
- Measure and evaluate training program productivity
- Develop knowledge and skill for positions in diverse organizations, including business and industry, government and health care

Required Concentration Elective Courses Select 3 courses from the following:
(12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 503</td>
<td>Instructional Design Models</td>
<td>4</td>
</tr>
<tr>
<td>MAE 524</td>
<td>Adult Development and Learning</td>
<td>4</td>
</tr>
<tr>
<td>MAE 530</td>
<td>Presentation Skills for Training</td>
<td>4</td>
</tr>
<tr>
<td>MAE 536</td>
<td>Special Topics in Training and Development</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credit Hour Requirement 36 Semester Credit Hours

Doctor of Philosophy in Educational Leadership

Educational Technology

Program Introduction
Conceptual Framework
Our vision of Trident’s Educational Leadership Program is grounded in three major themes that are deeply rooted within our philosophies and that guide our practices:

Themes
- Professional Excellence and Growth: Adhering to the highest standards of academic research in Educational Leadership;
- Community and Diversity: Fostering development of students educational leadership through academic study and research in a collaborated learning community;
- Innovation and Service: Providing educational skills and knowledge among graduates to meet the future educational needs.
Educational Leadership Program Mission

Trident’s Educational Leadership Program is committed to developing the skills and dispositions of future leaders who respond to emerging challenges and opportunities facing schools; lead and nurture the capacity of others toward a vision of excellence for all demographic groups of students, and; help to transform schools into dynamic and effective learning communities.

The mission of the Educational Leadership Ph.D. Program is to prepare and inspire future educational leaders to make a powerful difference in the lives of students. The Educational Leadership Program applies this model to prepare professionals from various sectors, including K-12 and higher education, to serve as leaders, educators, researchers, and scholars. Toward this end, our educational leadership students develop the knowledge and skills to meet the evolving needs of an increasingly diverse student population through the synergistic integration of research and theory, applied across educational contexts and conditions. Students are prepared and motivated to contribute to the advancement of knowledge in the field through the conduct and presentation of ethical, relevant, innovative, and significant research. By adhering to the highest standards of academic excellence, fostering a supportive learning community, and responding to the unique educational needs of our students while providing them with unparalleled access, we prepare students for influential participation in local and global communities as leaders in their fields.

Students should note that the Ph.D. in Educational Leadership program is not a certificate or credentialing program. Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific Requirements/criteria.

Program Learning Outcomes

Trident’s Educational Leadership Program outcomes guide and direct the curriculum and instruction and provide standards that educational leaders must meet if they are to manage change and create collaborative action. We strive to prepare educational leadership candidates who can meet the following objectives in terms of demonstrated Knowledge, Skills, and Values:

Upon successful completion of their respective program specialization, the graduate should be able to:

1. Identify information needs, be capable to search and retrieve information as research needed; Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, and/or practices in specific areas of education.
2. Communicate proficiently with others in the field of education through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences.
3. Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting scholarly, ethically sound research directed toward contributing to the body of knowledge within the field of education.
4. Develop critical thinking skills that will result in the ability to assess and evaluate problems, formulate solutions in their diverse workplaces and fields of education.
5. Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.

Required Program Core Courses (32 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL 600</td>
<td>Research Methods in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 602</td>
<td>Leadership and Leader Roles in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 608</td>
<td>Quantitative Research and Advanced Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>DEL 610</td>
<td>Qualitative Research</td>
<td>4</td>
</tr>
</tbody>
</table>
**Program Core Special Instructions** The Ph.D. curriculum has three components:

**Core Courses:** All students are required to take 4 research methods courses, and 4 required theory courses in the field of educational leadership. These courses provide the foundation for students may pursue in their specialized concentrations. All courses are valued at four semester credits. The last course that is taken is the DEL 699-Dissertation Proposal Seminar.

**Concentration Courses:** Students may select one concentration from an offering of three concentrations, to complete their degree plans with 3 elective courses. These courses are generally in the specific area of the research that the student will pursue.

**Dissertation:** Students demonstrate a synthesis of their doctoral study, knowledge and scholarship with a significant quantitative research project that contributes to general principles of knowledge in the field(s) potentially impacted by the research.

**Concentration Introduction**

The concentration of Educational Technology prepares educational leaders to understand and create new technologically and sound pedagogies grounded in innovative research and practice. Graduates of this concentration are prepared to serve in the educational leadership roles in PK-12 school systems, virtual schools, community college and higher education institutions that require design and evaluation of a learning environment. All students will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation.

**Concentration Learning Outcomes**

- Identify information needs, be capable to search and retrieve information as research needed; Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, and/or practices in specific areas of education.
- Communicate proficiently with others in the field of education through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences.
- Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting scholarly, ethically sound research directed toward contributing to the body of knowledge within the field of education.
- Develop critical thinking skills that will result in the ability to assess and evaluate problems, formulate solutions in their diverse workplaces and fields of education.
- Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.

**Required Concentration Elective Courses** Select 3 courses from the following:

(12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL 606</td>
<td>Management of Change in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 614</td>
<td>Research in Educational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>DEL 625</td>
<td>Research in E-Learning Program Development</td>
<td>4</td>
</tr>
</tbody>
</table>
Total Degree Credit Hour Requirement including 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

Doctor of Philosophy in Educational Leadership

Higher Educational Leadership

Program Introduction Conceptual Framework
Our vision of Trident’s Educational Leadership Program is grounded in three major themes that are deeply rooted within our philosophies and that guide our practices:

Themes
- Professional Excellence and Growth: Adhering to the highest standards of academic research in Educational Leadership;
- Community and Diversity: Fostering development of students educational leadership through academic study and research in a collaborated learning community;
- Innovation and Service: Providing educational skills and knowledge among graduates to meet the future educational needs.

Educational Leadership Program Mission
Trident’s Educational Leadership Program is committed to developing the skills and dispositions of future leaders who respond to emerging challenges and opportunities facing schools; lead and nurture the capacity of others toward a vision of excellence for all demographic groups of students, and; help to transform schools into dynamic and effective learning communities.

The mission of the Educational Leadership Ph.D. Program is to prepare and inspire future educational leaders to make a powerful difference in the lives of students. The Educational Leadership Program applies this model to prepare professionals from various sectors, including K-12 and higher education, to serve as leaders, educators, researchers, and scholars. Toward this end, our educational leadership students develop the knowledge and skills to meet the evolving needs of an increasingly diverse student population through the synergistic integration of research and theory, applied across educational contexts and conditions. Students are prepared and motivated to contribute to the advancement of knowledge in the field through the conduct and presentation of ethical, relevant, innovative, and significant research. By adhering to the highest standards of academic excellence, fostering a supportive learning community, and responding to the unique educational needs of our students while providing them with unparalleled access, we prepare students for influential participation in local and global communities as leaders in their fields.

Students should note that the Ph.D. in Educational Leadership program is not a certificate or credentialing program. Trident cannot grant or certify any student for a credential as a teacher or
administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

**Program Learning Outcomes**  Trident’s Educational Leadership Program outcomes guide and direct the curriculum and instruction and provide standards that educational leaders must meet if they are to manage change and create collaborative action. We strive to prepare educational leadership candidates who can meet the following objectives in terms of demonstrated Knowledge, Skills, and Values:

Upon successful completion of their respective program specialization, the graduate should be able to:

- Identify information needs, be capable to search and retrieve information as research needed; Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, and/or practices in specific areas of education.
- Communicate proficiently with others in the field of education through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences.
- Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting scholarly, ethically sound research directed toward contributing to the body of knowledge within the field of education.
- Develop critical thinking skills that will result in the ability to assess and evaluate problems, formulate solutions in their diverse workplaces and fields of education.
- Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.

**Required Program Core Courses**  (32 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<tr>
<td>DEL 610</td>
<td>Qualitative Research</td>
<td>4</td>
</tr>
<tr>
<td>DEL 612</td>
<td>Program Evaluation in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 618</td>
<td>Quantitative Research and Advanced Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>DEL 620</td>
<td>Linking Theory to Research</td>
<td>4</td>
</tr>
<tr>
<td>DEL 699</td>
<td>Dissertation Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**, The Ph.D. curriculum has three components:

- **Core Courses:** All students are required to take 5 research methods courses, and 3 required theory courses in the field of educational leadership. These courses provide the foundation for students may pursue in their specialized concentrations. All courses are valued at four semester credits. The last course that is taken is the DEL 699-Dissertation Proposal Seminar.

- **Concentration Courses:** Students may select one concentration from an offering of three concentrations, to complete their degree plans with 3 elective courses. These courses are generally in the specific area of the research that the student will pursue.

- **Dissertation:** Students demonstrate a synthesis of their doctoral study, knowledge and scholarship with a significant quantitative research project that contributes to general principles of knowledge in the field(s) potentially impacted by the
Concentration Introduction
The concentration of Higher Educational Leadership prepares professionals from various sectors including community college and higher education institutions to serve as leaders, educators, researchers and scholars. Graduates of this concentration will develop a deep understanding of how theories of learning and development are grounded in innovative research and practice. All students will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation.

Concentration Learning Outcomes
• Identify information needs, be capable to search and retrieve information as research needed; Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, and/or practices in specific areas of education.
• Communicate proficiently with others in the field of education through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences.
• Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting scholarly, ethically sound research directed toward contributing to the body of knowledge within the field of education.
• Develop critical thinking skills that will result in the ability to assess and evaluate problems, formulate solutions in their diverse workplaces and fields of education.
• Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.

Required Concentration Elective Courses Select 3 courses from the following: (12 Semester Credit Hours)
DEL 606 Management of Change in Education 4
DEL 614 Research in Educational Leadership 4
DEL 616 Conflict Resolution and Education 4
DEL 623 Current Research in Higher Education 4
DEL 625 Research in E-Learning Program Development 4
DEL 632 Legal Aspects of Educational Leadership 4
DEL 633 Enrollment Management 4
DEL 635 Current Issues in E-Learning 4

Total Degree Credit Hour Requirement including 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.
Doctor of Philosophy in Educational Leadership

TEACHING, LEARNING AND DEVELOPMENT

Program Introduction Conceptual Framework
Our vision of Trident’s Educational Leadership Program is grounded in three major themes that are deeply rooted within our philosophies and that guide our practices:
Themes
- Professional Excellence and Growth: Adhering to the highest standards of academic research in Educational Leadership;
- Community and Diversity: Fostering development of students educational leadership through academic study and research in a collaborated learning community;
- Innovation and Service: Providing educational skills and knowledge among graduates to meet the future educational needs.

Educational Leadership Program Mission
Trident’s Educational Leadership Program is committed to developing the skills and dispositions of future leaders who respond to emerging challenges and opportunities facing schools; lead and nurture the capacity of others toward a vision of excellence for all demographic groups of students, and; help to transform schools into dynamic and effective learning communities.

The mission of the Educational Leadership Ph.D. Program is to prepare and inspire future educational leaders to make a powerful difference in the lives of students. The Educational Leadership Program applies this model to prepare professionals from various sectors, including K-12 and higher education, to serve as leaders, educators, researchers, and scholars. Toward this end, our educational leadership students develop the knowledge and skills to meet the evolving needs of an increasingly diverse student population through the synergistic integration of research and theory, applied across educational contexts and conditions. Students are prepared and motivated to contribute to the advancement of knowledge in the field through the conduct and presentation of ethical, relevant, innovative, and significant research. By adhering to the highest standards of academic excellence, fostering a supportive learning community, and responding to the unique educational needs of our students while providing them with unparalleled access, we prepare students for influential participation in local and global communities as leaders in their fields.

Students should note that the Ph.D. in Educational Leadership program is not a certificate or credentialing program. Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

Program Learning Outcomes
Trident’s Educational Leadership Program outcomes guide and direct the curriculum and instruction and provide standards that educational leaders must meet if they are to manage change and create collaborative action. We strive to prepare educational leadership candidates who can meet the following objectives in terms of demonstrated Knowledge, Skills, and Values:

Upon successful completion of their respective program specialization, the graduate should be able to:
• Identify information needs, be capable to search and retrieve information as research needed; 
  Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, 
  and/or practices in specific areas of education.
• Communicate proficiently with others in the field of education through scholarly writing and 
  skilled, knowledgeable oral and written presentation to general and specialized audiences.
• Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting 
  scholarly, ethically sound research directed toward contributing to the body of knowledge 
  within the field of education.
• Develop critical thinking skills that will result in the ability to assess and evaluate problems, 
  formulate solutions in their diverse workplaces and fields of education.
• Be open to diverse viewpoints and concepts, to identify and address problems and issues from a 
  variety of methods of inquiry.

**Required Program Core Courses** (32 Semester Credit Hours)

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<td>4</td>
</tr>
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</table>

**Program Core Special Instructions**, The Ph.D. curriculum has three components:

Core Courses: All students are required to take 4 research methods courses, and 4 required 
theory courses in the field of educational leadership. These courses provide 
the foundation for students may pursue in their specialized concentrations. 
All courses are valued at four semester credits. The last course that is taken is 
the DEL 699-Dissertation Proposal Seminar.

Concentration Courses: Students may select one concentration from an offering of three 
courses, to complete their degree plans with 3 elective courses. These 
courses are generally in the specific area of the research that the student will 
pursue.

Dissertation: Students demonstrate a synthesis of their doctoral study, knowledge and 
scholarship with a significant quantitative research project that contributes to 
general principles of knowledge in the field(s) potentially impacted by the 
research.

**Concentration Introduction**
The concentration of Teaching, Learning and Development prepares professionals from various sectors in PK-12, to serve as leaders, educators, researchers and scholars. Graduates of this concentration will develop a deep understanding of how theories of learning and development are grounded in innovative research and practice. All students will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation.
Concentration Learning Outcomes

- Identify information needs, be capable to search and retrieve information as research needed; Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, and/or practices in specific areas of education.
- Communicate proficiently with others in the field of education through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences.
- Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting scholarly, ethically sound research directed toward contributing to the body of knowledge within the field of education.
- Develop critical thinking skills that will result in the ability to assess and evaluate problems, formulate solutions in their diverse workplaces and fields of education.
- Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.

Required Concentration Elective Courses Select 3 courses from the following:
(12 Semester Credit Hours)

DEL 606  Management of Change in Education  4
DEL 614  Research in Educational Leadership  4
DEL 616  Conflict Resolution and Education  4
DEL 631  School Reform  4
DEL 632  Legal Aspects of Educational Leadership  4

Total Degree Credit Hour Requirement including 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

College of Health Sciences

The College of Health Sciences recognizes that its mission is to produce competent and caring professionals and leaders committed to improving the health and well-being of the populations they serve. This mission is satisfied by providing high-quality degree programs that provide in-depth knowledge and broad understanding of respective fields of study, emphasize critical thinking and ethical practice, and promote interdisciplinary collaboration. Highly qualified and diverse faculty shall facilitate development of effective learning utilizing advanced technology and a student-centered approach in meeting the needs of diverse adult learners including traditionally underserved populations.
Bachelor of Science in Health Sciences

ENVIRONMENTAL HEALTH SCIENCE

Program Introduction
The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.

Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:

- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational legal and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

Required Program Core Courses (28 Semester Credit Hours)

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<tr>
<th>Course Code</th>
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<tbody>
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<td>BHE 314</td>
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<td>BHS 450</td>
<td>Health Care Delivery Systems</td>
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</tbody>
</table>

Program Core Special Instructions
Additional Science Course Required 4
Concentration Introduction
The concentration in Environmental Health Science is designed to equip students with an understanding of the fundamental interrelationships between environmental quality and human health. The courses cover ways in which human activities impact the air, water, and soil, on local and global scales, as well as the regulations that have been set in place for environmental protection. Students will tackle complex current and emerging issues in the discipline, and examine ways to manage the environment responsibly for human health protection.

Concentration Learning Outcomes
The Environmental Health Science concentration is designed to prepare graduates for successful careers in the field of environmental health, and for advanced study in the discipline. Upon graduation, students will be able to:

- Describe how environmental quality can impact the health of human populations.
- Develop culturally appropriate environmental health strategies.
- Assess environmental health needs of the community, and recommend appropriate strategies to align resources to meet those needs.
- Apply principles of ethical reasoning and action in environmental health planning.
- Conduct evaluation and research in environmental health.
- Communicate and advocate for the health of human populations and the environment.
- Serve as a resource on matters pertaining to environmental health science.

Required Concentration Core Courses

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</tr>
<tr>
<td>BHS 490</td>
<td>Senior Capstone Project</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration Special Instructions
BHS 490 Senior Capstone should not be taken until all other core and concentration courses have been successfully completed.

Concentration Elective Courses (12 Semester Credit Hours)
Select 3 courses from the following:

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<tr>
<th>Course</th>
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<tr>
<td>BHS 433</td>
<td>Water Quality</td>
<td>4</td>
</tr>
<tr>
<td>BHS 435</td>
<td>Housing</td>
<td>4</td>
</tr>
<tr>
<td>BHS 438</td>
<td>Hazardous Materials</td>
<td>4</td>
</tr>
<tr>
<td>BHS 439</td>
<td>Wastewater Management</td>
<td>4</td>
</tr>
<tr>
<td>BHS 440</td>
<td>Entomology and Pest Control</td>
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</tr>
</tbody>
</table>

Electives Varies based on total transfer credits

Upper Division Credit Requirement A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit Up to 92 semester credit hours can be transferred
Residency Requirement
32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement 124 Semester Credit Hours

Bachelor of Science in Health Sciences

ENVIRONMENTAL HEALTH SCIENCE PREVENTIVE MEDICINE TECHNICIAN

Program Introduction
The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management, the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.

Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:
- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational legal and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

Required Program Core Courses (24 Semester Credit Hours)
BHE 314 Environmental Health and Safety 4
BHE 400 Principles of Epidemiology 4
Program Core Special Instructions
Additional Science Course Required 4
Additional Program Core Credit Hours 4

Concentration Introduction
Trident offers a unique degree completion program for professional Preventive Medicine Technicians (PMT’s). The program is designed for individuals who play a significant role in the provision of health services for military personnel. The Bachelor of Science in Health Sciences with Environmental Health Science concentration allows personnel who have completed military PMT programs to continue their education in their own homes, on their own schedules. This online program complements the strengths of military PMT training by offering additional instruction in environmental quality and human health. The courses cover ways in which human activities impact the air, water, and soil, on local and global scales, as well as the regulations that have been set in place for environmental protection. Students will tackle complex current and emerging issues in the discipline, and examine ways to manage the environment responsibly for human health protection.

Concentration Learning Outcomes
The Environmental Health Science-PMT program is designed to prepare graduates for successful careers in the field of environmental health, and for advanced study in the discipline. Upon graduation, students will be able to:
• Describe how environmental quality can impact the health of human populations.
• Develop culturally appropriate environmental health strategies.
• Assess environmental health needs of the community, and recommend appropriate strategies to align resources to meet those needs.
• Apply principles of ethical reasoning and action in environmental health planning.
• Conduct evaluation and research in environmental health.
• Communicate and advocate for the health of human populations and the environment.
• Serve as a resource on matters pertaining to environmental health science.

Required Concentration Core Courses (20 Semester Credit Hours)
BHS 432 Vector Control 4
BHS 434 Industrial Hygiene & Occupational Health 4
BHS 436 Food Protection 4
BHS 442 Demography and Health 4
BHS 490 Senior Capstone Project 4

Concentration Special Instructions
BHS 490 Senior Capstone should not be taken until all other core and concentration courses have been successfully completed.

Concentration Elective Courses (12 Semester Credit Hours)
Select 3 courses from the following:
BHS 433 Water Quality 4
BHS 435 Housing 4
BHS 438 Hazardous Materials 4
BHS 439  Wastewater Management  4
BHS 440  Entomology and Pest Control  4

Professional/Technical Credit Transfer  Up to 28 semester credit hours

Elective  Varies based on total transfer credits

Upper Division Credit Requirement  A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit  Up to 92 semester credit hours can be transferred

Residency Requirement  32 semester Credit Hours must be completed through online courses at Trident University International

Program Admission Requirements  This program is specifically designed for those military personnel who have completed the Preventive Medicine Technician program.

Total Degree Credit Hour Requirement  124 Semester Credit Hours

Bachelor of Science in Health Sciences

Environmental Health Science
Emergency and Disaster Management

Program Introduction
The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management, the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.

Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:
  •  Demonstrate effective communication skills in health science professional practice.
• Discuss the role of the health professional in a multidisciplinary context.
• Demonstrate an appreciation of cultural competency in health science practice.
• Discuss emerging trends and advances and describe their potential impact on health science practice.
• Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
• Apply ethical values and practices to health-related decision making and problem solving.
• Describe and apply foundational legal and regulatory principles within health science practice.
• Critically examine and integrate health-related literature into health science practice.
• Apply foundational health sciences research and evaluation strategies within professional practice.

**Required Program Core Courses** (28 Semester Credit Hours)

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**Program Core Special Instructions**
- Additional Science Course Required | 4
- Additional Program Core Credit Hours | 4

**Concentration Introduction**
The concentration in Environmental Health Science is designed to equip students with an understanding of the fundamental interrelationships between environmental quality and human health. The courses cover ways in which human activities impact the air, water, and soil, on local and global scales, as well as the regulations that have been set in place for environmental protection. Students will tackle complex current and emerging issues in the discipline, and examine ways to manage the environment responsibly for human health protection.

**Concentration Learning Outcomes**
The Environmental Health Science concentration is designed to prepare graduates for successful careers in the field of environmental health, and for advanced study in the discipline. Upon graduation, students will be able to:
- Describe how environmental quality can impact the health of human populations.
- Develop culturally appropriate environmental health strategies.
- Assess environmental health needs of the community, and recommend appropriate strategies to align resources to meet those needs.
- Apply principles of ethical reasoning and action in environmental health planning.
- Conduct evaluation and research in environmental health.
- Communicate and advocate for the health of human populations and the environment.
- Serve as a resource on matters pertaining to environmental health science.

**Required Concentration Core Courses** (20 Semester Credit Hours)

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</table>
BHS 490  Senior Capstone Project  4

**Concentration Special Instructions**
BHS 490  Senior Capstone should not be taken until all other core and concentration courses have been successfully completed.

**Required Certificate Courses** (16 Semester Credit Hours), Select 4 of the following:
- BHS 411  Issues of Terrorism  4
- BHS 412  Disaster Relief  4
- BHS 413  Hazardous Mate Survey of Emergency and Disaster Management  4
- BHS 417  Emergency Planning and Operation  4
- BHS 419  Risk Assessment  4

**Electives** Varies based on total transfer credits

**Upper Division Credit Requirement** A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit** Up to 92 semester credit hours can be transferred

**Residency Requirement** 32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement** 128 Semester Credit Hours

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**Bachelor of Science in Health Sciences**

**Health Care Management**

**Program Introduction**
The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management, the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.
Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:

- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational legal and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

Required Program Core Courses (28 Semester Credit Hours)

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Program Core Special Instructions

- Additional Science Course Required: 4
- Additional Program Core Credit Hours: 4

Concentration Introduction
Health Care Management is an important area of specialization in the health field. The health care manager is faced with a dynamic and changing environment, with a challenge of balancing high quality care with affordable cost. The health care manager of the 21st century needs to be knowledgeable of the basic managerial aspects of an organization as well as the new developments in the health field and technology. Additionally, the Health Care Management program is designed to provide health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management. The coursework in health care management will help develop analytical and problem-solving skills required of managers in the health care system. Individuals will learn to recognize and appreciate the economic, political and social environment in which health care is delivered. The program is also designed to provide students with basic research skills to collect and evaluate data upon which managers must base their decisions. Students will also develop awareness of legal and ethical issues in health care organizations and use ethical reasoning to resolve them.

Concentration Learning Outcomes
The Health Care Management concentration prepares graduates for a successful and challenging career within the field of health care management and advanced studies in the discipline.

Upon graduation, students will be able to:

- Conduct evaluation and research related to the healthcare and associated industries.
- Assess individual and community needs, and then recommend appropriate strategies to align resources to meet these needs.
- Plan healthcare strategies, interventions, and programs.
- Implement healthcare strategies, interventions, and programs.
- Administer healthcare strategies, interventions, and programs.
- Communicate and advocate for health and safety of individuals, families, communities, and society.
- Serve as a resource on matters pertaining to the operation of healthcare and related industries.

**Required Concentration Core Courses (20 Semester Credit Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BHM 320</td>
<td>Management of Health Programs</td>
<td>4</td>
</tr>
<tr>
<td>BHM 324</td>
<td>Human Resources Management</td>
<td>4</td>
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<td>BHM 443</td>
<td>Legal Aspects of Health Care</td>
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</tr>
<tr>
<td>BHS 427</td>
<td>Health Care Finance</td>
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<tr>
<td>BHS 499</td>
<td>Senior Capstone Project</td>
<td>4</td>
</tr>
</tbody>
</table>

**Concentration Special Instructions**

BHS 499 Senior Capstone should not be taken until all other core and concentration courses have been successfully completed.

**Concentration Elective Courses (12 Semester Credit Hours)**

Select 3 courses from the following:

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<td>BHM 415</td>
<td>Topics in Health Care Policy</td>
<td>4</td>
</tr>
<tr>
<td>BHM 496</td>
<td>Occupational Health and Safety</td>
<td>4</td>
</tr>
<tr>
<td>BHS 312</td>
<td>Principles of Management</td>
<td>4</td>
</tr>
<tr>
<td>BHS 400</td>
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**Electives**

Varies based on total transfer credits

**Upper Division Credit Requirement**

A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit**

Up to 92 semester credit hours can be transferred

**Residency Requirement**

32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement**

124 Semester Credit Hours

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**Bachelor of Science in Health Sciences**

**Health Care Management**

Emergency and Disaster Management

**Program Introduction**

The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate
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Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:

- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational legal and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice

Required Program Core Courses (28 Semester Credit Hours)

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Program Core Special Instructions

Additional Science Course Required                         4
Additional Program Core Credit Hours                     4

Concentration Introduction
Health Care Management is an important area of specialization in the health field. The health care manager is faced with a dynamic and changing environment, with a challenge of balancing high quality care with affordable cost. The health care manager of the 21st century needs to be knowledgeable of the basic managerial aspects of an organization as well as the new developments in the health field and technology. Additionally, the Health Care Management program is designed to provide health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management. The coursework in health care management will help develop analytical and problem-solving skills required of managers in the health care system. Individuals will learn to recognize and appreciate the economic, political and social environment in which health care is delivered. The program
is also designed to provide students with basic research skills to collect and evaluate data upon which managers must base their decisions. Students will also develop awareness of legal and ethical issues in health care organizations and use ethical reasoning to resolve them.

**Concentration Learning Outcomes**
The Health Care Management concentration prepares graduates for a successful and challenging career within the field of health care management and advanced studies in the discipline.

Upon graduation, students will be able to:
- Conduct evaluation and research related to the healthcare and associated industries.
- Assess individual and community needs, and then recommend appropriate strategies to align resources to meet these needs.
- Plan healthcare strategies, interventions, and programs.
- Implement healthcare strategies, interventions, and programs.
- Administer healthcare strategies, interventions, and programs.
- Communicate and advocate for health and safety of individuals, families, communities, and society.
- Serve as a resource on matters pertaining to the operation of healthcare and related industries.

**Required Concentration Core Courses (20 Semester Credit Hours)**
- BHM 320 Management of Health Programs 4
- BHM 324 Human Resources Management 4
- BHM 443 Legal Aspects of Health Care 4
- BHS 427 Health Care Finance 4
- BHS 499 Senior Capstone Project should not be taken until all other core and concentration courses have been successfully completed.

**Required Certificate Courses (16 Semester Credit Hours), Select 4 of the following:**
- BHS 411 Issues of Terrorism 4
- BHS 412 Disaster Relief 4
- BHS 413 Survey of Emergency and Disaster Management 4
- BHS 417 Emergency Planning and Operation 4
- BHS 419 Risk Assessment 4

**Electives** Varies based on total transfer credits

**Upper Division Credit Requirement** A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit** Up to 92 semester credit hours can be transferred

**Residency Requirement** 32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement** 128 Semester Credit Hours
**Bachelor of Science in Health Sciences**

**Health Educator**

**Program Introduction**
The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management, the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.

**Students should note that the BSHS Health Educator program is not a certificate or credentialing programs.** TUI cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

**Program Learning Outcomes**
The BSHS degree program at Trident University is preparing health science professionals to:

- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational legal and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

**Required Program Core Courses** (28 Semester Credit Hours)

<table>
<thead>
<tr>
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</table>
Concentration Introduction
The College of Health Sciences offers an upper division program leading to a B.S. in Health Sciences with a Health Educator Concentration. Health education is concerned with preventing health problems rather than curing people once they become ill. The health educator promotes health by facilitating voluntary changes in individual health behaviors and serves as an advocate for social change leading to high levels of wellness for all. This undergraduate program prepares individuals to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. Health educators are employed under a range of job titles such as patient educators, health education teachers, trainers, community organizers and health program managers. Community health educators use specific methods, skills and program strategies to help people change to more healthful lifestyles, make more efficient use of health services, adopt self-care practices wherever possible, and participate actively as a member of the multidisciplinary team in the design and implementation of programs that affect health.

The coursework in health education provides a theoretical and philosophical foundation in principles of health promotion and community health education based on a synthesis of knowledge drawn from the physical, biological, social, and behavioral. Through the case study method students develop skills in needs assessment, planning, implementing, and evaluating health promotion programs. Identifying and implementing educational strategies. The program graduate will be eligible for the Certified Health Education Specialist examination (CHES) through the National Commission for Health Education Credentialing (NCHEC). This optional certification offers national recognition of the graduate's capabilities. Students are urged to contact NCHEC regarding eligibility and requirements for the exam.

Concentration Learning Outcomes
The Health Educator concentration prepares community health educators. Upon graduation, students will be able to:
- Assess individual and community needs for health education.
- Plan health education strategies, interventions, and programs.
- Implement health education strategies, interventions, and programs.
- Conduct evaluation and research related to health education.
- Administer health education strategies, interventions, and programs.
- Serve as a health education resource person.
- Communicate and advocate for health and health education.

Required Concentration Core Courses (20 Semester Credit Hours)
BHE 302 Introduction to Health Education 4
BHE 310 Health Promotion and Disease Prevention 4
BHE 324 Principles of Teaching 4
BHS 442 Demography and Health 4
BHE 499 Senior Capstone Project 4

Concentration Special Instructions
BHE 499 Senior Capstone should not be taken until all other core and concentration 4
courses have been successfully completed.

**Concentration Elective Courses (12 Semester Credit Hours)**

Select 3 courses from the following:

- BHE 411 Human Nutrition 4
- BHE 415 Community and Domestic Violence 4
- BHS 400 Stress Management 4

**Electives** Varies based on total transfer credits

**Upper Division Credit Requirement** A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit** Up to 92 semester credit hours can be transferred

**Residency Requirement** 32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement** 124 Semester Credit Hours

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**Bachelor of Science in Health Sciences**

**Health Educator**

Emergency and Disaster Management

**Program Introduction**

The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management, the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.

Students should note that the BSHS Health Educator program is not a certificate or credentialing programs. TUI cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.
Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:

- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational legal and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

Required Program Core Courses (28 Semester Credit Hours)

- BHE 314 Environmental Health and Safety 4
- BHE 400 Principles of Epidemiology 4
- BHE 418 Health Behavior 4
- BHS 365 Ethics in Health Care 4
- BHS 414 Cross Cultural Health Perspectives 4
- BHS 420 Quantitative Reasoning 4
- BHS 450 Health Care Delivery Systems 4

Program Core Special Instructions

- Additional Science Course Required 4
- Additional Program Core Credit Hours 4

Concentration Introduction
The College of Health Sciences offers an upper division program leading to a Bachelor of Science in Health Sciences with a Health Educator Concentration. Health education is concerned with preventing health problems rather than curing people once they become ill. The health educator promotes health by facilitating voluntary changes in individual health behaviors and serves as an advocate for social change leading to high levels of wellness for all. This undergraduate program prepares individuals to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. Health educators are employed under a range of job titles such as patient educators, health education teachers, trainers, community organizers and health program managers. Community health educators use specific methods, skills and program strategies to help people change to more healthful lifestyles, make more efficient use of health services, adopt self-care practices wherever possible, and participate actively as a member of the multidisciplinary team in the design and implementation of programs that affect health.

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Concentration Learning Outcomes
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- Assess individual and community needs for health education.
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- Implement health education strategies, interventions, and programs.
- Conduct evaluation and research related to health education.
- Administer health education strategies, interventions, and programs.
- Serve as a health education resource person.
- Communicate and advocate for health and health education

Required Concentration Core Courses (20 Semester Credit Hours)
- BHE 302 Introduction to Health Education 4
- BHE 310 Health Promotion and Disease Prevention 4
- BHE 324 Principles of Teaching 4
- BHS 442 Demography and Health 4
- BHE 499 Senior Capstone Project 4

Concentration Special Instructions
- BHE 499 Senior Capstone should not be taken until all other core and concentration courses have been successfully completed.

Required Certificate Courses (16 Semester Credit Hours)
Select 4 courses from the following:
- BHS 411 Issues of Terrorism 4
- BHS 412 Disaster Relief 4
- BHS 413 Survey of Emergency and Disaster Management 4
- BHS 417 Emergency Planning and Operation 4
- BHS 419 Risk Assessment 4

Electives Varies based on total transfer credits

Upper Division Credit Requirement A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit Up to 92 semester credit hours can be transferred

Residency Requirement 32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement 128 Semester Credit Hours
Bachelor of Science in Health Sciences

Program Introduction
The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management, the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.

Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:

- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational legal and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

Required Program Core Courses (44 Semester Credit Hours)

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<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

150
BHS 499; Senior Capstone Project 4
BHS 490; or
BHE 499

**Program Core Special Instructions**
- Additional Science Course Required 4
- Additional Program Core Credit Hours 4
- BHS 499, BHE 499, BHS 490 Senior Capstone should not be taken until all other core and concentration courses have been successfully completed 4

**Professional/Technical Credit Transfer** Up to 28 semester credit hours

**Electives** Varies based on total transfer credits

**Upper Division Credit Requirement** A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit** Up to 92 semester credit hours can be transferred

**Residency Requirement** 32 semester Credit Hours must be completed through online courses at Trident University International

**Program Admission Requirements**
Applicants must hold an associate degree (Associate of Arts/Associate of Science) or a license/certificate in a health related field of practice. If the applicant does not hold an associate degree (Associate of Arts/Associate of Science) but is currently licensed or certified in a health related field, student’s must satisfy Trident’s General Education requirements through transfer credits from an accredited institution/college or have to be completed at Trident University (48 semester credit hours of GE are required if all taken at Trident). Up to 28 health-related credits of coursework from a certificate program can count towards the degree. Only credits for which the respective certificate/license has been received will be considered for transfer credit toward this category. Students must take additional upper division courses at Trident to satisfy degree requirements. The total number of credits required for the degree is 124.

**NOTE:** Other associates degrees including CCAF Associate’s degrees may qualify after review and approval by the College.

**Total Degree Credit Hour Requirement**  124 Semester Credit Hours

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**Bachelor of Science in Health Sciences**

**Professional Degree Completion Health Care Management**

**Independent Duty Corpsmen**

**Program Introduction**
The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills
needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management, the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.

Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:

- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational legal and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

Required Program Core Courses (16 Semester Credit Hours)

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</tr>
<tr>
<td>BHS 450</td>
<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

- Additional Science Course Required  4
- Additional Program Core Credit Hours 4
Concentration Introduction
Independent Duty Corpsmen (IDC's) play a significant role in providing health care for servicemen and women and their families. Trident has joined the few universities who provide opportunities to complete a Bachelor of Science degree at the student's location. The Bachelor of Science in Health Sciences-Health Care Management concentration will provide IDC's the opportunity to enhance their knowledge base to obtain advanced educational credentials and to be eligible for promotion in the Navy. Trident developed a specifically tailored professional degree completion program for IDC's. The program is built on the strengths of the IDC program and provides a combination of opportunities to fulfill requirements for a Bachelor of Science in Health Sciences (BSHS) - Health Care Management. IDC’s who complete the course work for the degree will be prepared to continue their education in any Master's program, such as a Master of Science in Health Sciences, with a specialization in Public Health, or a Master of Science in Health Sciences, with a specialization in Health Care Management.

Concentration Learning Outcomes
The IDC Professional Degree Completion Program (within the Health Care Management concentration) prepares graduates for a successful and challenging career within the field of health care management and advanced studies in the discipline. 
Upon graduation, students will be able to:

- Conduct evaluation and research related to the healthcare and associated industries.
- Assess individual and community needs, and then recommend appropriate strategies to align resources to meet these needs.
- Plan healthcare strategies, interventions, and programs.
- Implement healthcare strategies, interventions, and programs.
- Administer healthcare strategies, interventions, and programs.
- Communicate and advocate for health and safety of individuals, families, communities, and society.
- Serve as a resource on matters pertaining to the operation of healthcare and related industries.

Required Concentration Core Courses (16 Semester Credit Hours)

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<tr>
<td>BHS 499</td>
<td>Senior Capstone Project</td>
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Concentration Special Instructions
BHS 499 Senior Capstone should not be taken until all other core and concentration courses have been successfully completed.

Required Concentration Elective Courses (12 Semester Credit Hours)
Select 3 courses from the following:

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<td>BHM 415</td>
<td>Topics in Health Care Policy</td>
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</tr>
<tr>
<td>BHS 413</td>
<td>Survey of Emergency and Disaster Management</td>
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</tr>
<tr>
<td>BHS 312</td>
<td>Principles of Management</td>
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</table>

Electives Varies based on total transfer credits

Upper Division Credit Requirement A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Professional/Technical Credit Transfer Up to 28 semester credit hours
Transfer Credit  
Up to 92 semester credit hours can be transferred

Residency Requirement  
32 semester Credit Hours must be completed through online courses at Trident University International

Program Admission Requirements  
This program is specifically designed for those military personnel who have completed the IDC program. At this time, only military personnel are eligible for this degree program with the following qualifications:
- Surface Force IDC - NEC 8425  
- Submarine Force IDC - NEC 8402  
- Deep Sea Diving IDC - NEC 8494  
- Fleet Marine Force Recon IDC - NEC 8403  
- Special Operations IDC - NEC 8491

Total Degree Credit Hour Requirement  
124 Semester Credit Hours

Bachelor of Science in Health Sciences

Professional Degree Completion Health Care Management

Preventive Medicine Technician (PMT)

Program Introduction
The College of Health Sciences offers a Bachelor of Science in Health Sciences degree program with a variety of specialties. The goal of the program is to provide students with the basic knowledge and skills needed for management, regulatory or enforcement, and education careers in various health fields. The program is also designed to provide students with basic research skills to use and evaluate data upon which health care managers and educators base decisions. Students will also develop awareness of legal and ethical issues in the health field. For students interested in health education, this undergraduate program prepares them to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, and businesses and health care industries. For students interested in health care management, the program provides health care professionals with an opportunity to increase their knowledge and skills in the principal functions of management within a health care setting. Students will help develop analytical and problem-solving skills required of professionals in the health care system. Students will also learn to recognize and appreciate the economic, political and social environment in which health care functions. Students who pursue a degree goal in the environmental health science concentration will be able to work in entry-level positions for local and state health departments working to ensure the safety of populations from hazards that occur through air, water, and soil. The courses in this concentration prepare our students to work in a variety of settings, including prevention of environmental hazards and regulation of laws that are in place to protect the environment.

Program Learning Outcomes
The BSHS degree program at Trident University is preparing health science professionals to:
- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
Describe how social, economic, and political forces shape the health profession and the environment in which it functions.

Apply ethical values and practices to health-related decision making and problem solving.

Describe and apply foundational legal and regulatory principles within health science practice.

Critically examine and integrate health-related literature into health science practice.

Apply foundational health sciences research and evaluation strategies within professional practice.

**Required Program Core Courses** (16 Semester Credit Hours)

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<td>Health Care Delivery Systems</td>
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**Program Core Special Instructions**

- Additional Science Course Required: 4
- Additional Program Core Credit Hours: 4

**Concentration Introduction**

Trident offers a unique degree completion program for professional Preventive Medicine Technicians (PMT’s). The program is designed for individuals who play a significant role in the provision of health care for military personnel. The Bachelor of Science in Health Sciences with Health Care Management concentration allows personnel who have completed military PMT programs to continue their education in their own homes, on their own schedules. This online program complements the strengths of military PMT training by offering additional instruction in health care management, ethics, policy, delivery systems, and emergency and disaster response preparedness. PMT’s that complete this Bachelor of Science in Health Sciences will be fully prepared to continue their education in any Public Health or Health Sciences program.

**Concentration Learning Outcomes**

The Health Care Management-PMT program prepares graduates for a successful and challenging career within the field of health care management and advanced studies in the discipline.

Upon graduation, students will be able to:

- Conduct evaluation and research related to the healthcare and associated industries.
- Assess individual and community needs, and then recommend appropriate strategies to align resources to meet these needs.
- Plan healthcare strategies, interventions, and programs.
- Implement healthcare strategies, interventions, and programs.
- Administer healthcare strategies, interventions, and programs.
- Communicate and advocate for health and safety of individuals, families, communities, and society.
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**Required Concentration Core Courses** (16 Semester Credit Hours)

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<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>BHM 320</td>
<td>Management of Health Programs</td>
<td>4</td>
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<tr>
<td>BHM 324</td>
<td>Human Resources Management</td>
<td>4</td>
</tr>
<tr>
<td>BHM 443</td>
<td>Legal Aspects of Health Care</td>
<td>4</td>
</tr>
<tr>
<td>BHS 499</td>
<td>Senior Capstone Project</td>
<td>4</td>
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</table>
Concentration Special Instructions
BHS 499  Senior Capstone should not be taken until all other core and concentration courses have been successfully completed.

Required Concentration Elective Courses (12 Semester Credit Hours)
Select 3 courses from the following:
BHS 411  Issues of Terrorism  4
BHM 415  Topics in Health Care Policy  4
BHS 413  Survey of Emergency and Disaster Management  4
BHS 312  Principles of Management  4

Electives  Varies based on total transfer credits

Upper Division Credit Requirement  A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit  Up to 92 semester credit hours can be transferred

Residency Requirement  32 semester Credit Hours must be completed through online courses at Trident University International

Program Admission Requirements  This program is specifically designed for students who have completed the Preventive Medicine Technician training or approved program.

Total Degree Credit Hour Requirement  124 Semester Credit Hours

Master of Science in Health Administration

Program Introduction
Propelled by broad trends, such as demographic growth, an ageing population, medical innovation and increased public awareness, the field of Health Administration offers rewarding and challenging career opportunities in the 21st century. The Master of Science in Health Administration (MSHA) degree caters to real world practical needs and focuses on implementing the knowledge and skills needed for effective administrative leadership roles in organizations throughout the complex healthcare ecosystem. This degree provides graduates with a strong knowledge base in Health Administration including management, delivery systems, finance, ethics, regulation and human resources.

Program Learning Outcomes
- Identify and apply appropriate models and theories to approach and address administrative healthcare problems or issues.
- Evaluate multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Critically evaluate professional literature in the field of health administration.
- Develop effective written documents and presentations as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.
Required Program Core Courses (28 Semester Credit Hours)
- MHA 506 Health Care Systems Organization 4
- MHA 507 Health Care Delivery Systems 4
- MHM 502 Health Care Finance 4
- MHM 514 Health Information Systems 4
- MHM 522 Legal Aspects of Health Administration 4
- MHM 525 Marketing in Health Care 4
- MHA 599 MSHA Capstone 4

Program Core Special Instructions
- MHM 502 Prerequisite: MHA506, MHA507 4
- MHM 514 Prerequisite: MHA506, MHA507 4
- MHA 599 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed

Required Concentration Elective Courses (12 Semester Credit Hours)
Select 3 courses from the following:
- MHM 501 Management and Organizational Behavior 4
- MHM 505 Introduction to Quality Assurance 4
- MHM 508 Strategic Planning in Health Care 4
- MHM 535 Hospital Administration 4
- NCM 501 Foundations of Conflict Management 4

Total Degree Credit Hour Requirement 40 Semester Credit Hours

Master of Science in Health Administration

CONFLICT RESOLUTION MANAGEMENT

Program Introduction
Propelled by broad trends, such as demographic growth, an ageing population, medical innovation and increased public awareness, the field of Health Administration offers rewarding and challenging career opportunities in the 21st century. The Master of Science in Health Administration (MSHA) degree caters to real world practical needs and focuses on implementing the knowledge and skills needed for effective administrative leadership roles in organizations throughout the complex healthcare ecosystem. This degree provides graduates with a strong knowledge base in Health Administration including management, delivery systems, finance, ethics, regulation and human resources.

Program Learning Outcomes
Identify and apply appropriate models and theories to approach and address administrative healthcare problems or issues.
- Evaluate multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Critically evaluate professional literature in the field of health administration.
- Develop effective written documents and presentations as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.
Required Program Core Courses (24 Semester Credit Hours)
MHA 506 Health Care Systems Organization 4
MHA 507 Health Care Delivery Systems 4
MHM 502 Health Care Finance 4
MHM 522 Legal Aspects of Health Administration 4
MHM 525 Marketing in Health Care 4
MHA 599 MSHA Capstone 4

Program Core Special Instructions
MHM 502 Prerequisite: MHA506, MHA507 4
MHA 599 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed

Concentration Introduction
The Trident College of Health Sciences offers the Master of Science in Health Administration degree program with a concentration in Conflict Resolution Management. Conflict is an inevitable part of our professional and personal lives. As conflict has an adverse effect on organizational goal attainment, there has been a growing need to understand the sources of conflict, and consequently manage it by applying the appropriate approach and strategy. The goal of the program is to provide professionals in health administration mastery of the advanced concepts and techniques of conflict resolution management: Unilateral, Bilateral, and Alternative Dispute Resolution (ADR) which will enable them to understand, overcome, and move beyond conflict.

Concentration Learning Outcomes
Perform critical analysis of complex situations within the conflict and negotiation management field and offer and evaluate alternative solutions. Integrate, apply, and synthesize knowledge across the functional levels and areas of conflict and negotiation management, namely: Unilateral, Bilateral, and Alternative Dispute Resolution (ADR).

Required Concentration Courses (16 Semester Credit Hours)
NCM 501 Foundations of Conflict Resolutions 4
NCM 511 Mediation and Arbitration 4
NCM 512 Negotiation Strategies 4
NCM 599 Capstone Course 4

Concentration Core Course Special Instructions
NCM 599 May not be taken until all other core courses and concentration elective courses have been successfully completed 4

Total Degree Credit Hours Requirement 40 Semester Credit Hours

Master of Science in Health Administration

HEALTH INFORMATICS

Program Introduction
Propelled by broad trends, such as demographic growth, an ageing population, medical innovation and increased public awareness, the field of Health Administration offers rewarding and challenging career
opportunities in the 21st century. The Master of Science in Health Administration (MSHA) degree caters to real world practical needs and focuses on implementing the knowledge and skills needed for effective administrative leadership roles in organizations throughout the complex healthcare ecosystem. This degree provides graduates with a strong knowledge base in Health Administration including management, delivery systems, finance, ethics, regulation and human resources.

**Program Learning Outcomes**

Identify and apply appropriate models and theories to approach and address administrative healthcare problems or issues.

- Evaluate multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Critically evaluate professional literature in the field of health administration.
- Develop effective written documents and presentations as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.

**Required Program Core Courses** (24 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MHA 506</td>
<td>Health Care Systems Organization</td>
<td>4</td>
</tr>
<tr>
<td>MHA 507</td>
<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 502</td>
<td>Health Care Finance</td>
<td>4</td>
</tr>
<tr>
<td>MHM 522</td>
<td>Legal Aspects of Health Administration</td>
<td>4</td>
</tr>
<tr>
<td>MHM 525</td>
<td>Marketing in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>MHA 599</td>
<td>MSHA Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

- MHM 502 Prerequisite: MHA506, MHA507  4
- MHA 599 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed  4

**Concentration Introduction**

The Trident College of Health Sciences offers the Master of Science in Health Administration degree program with a concentration in Health Informatics. The goal of the program is to provide those aspiring to be Health Informatics professionals with the necessary knowledge needed to succeed and become highly capable leaders and contributors to the healthcare industry.

**Concentration Learning Outcomes**

Distinguish between and reconcile the economic, political and social forces that impact health informatics.

- Critically assess new developments and advances relevant to health informatics.
- Develop and implement plans/programs/policies addressing contemporary issues in health informatics.
- Apply, in a critical manner, legal and ethical practice and decision making in health informatics.
- Develop management, leadership and decision-making skills necessary to operate effectively at the organizational leadership level as a health information management professional

**Required Concentration Courses** (16 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHI 500</td>
<td>Introduction to Health Informatics</td>
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</tr>
<tr>
<td>MHI 502</td>
<td>Information Systems in the Delivery of Health Care</td>
<td>4</td>
</tr>
<tr>
<td>MHI 504</td>
<td>Systems Analysis for Health Informatics</td>
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</tr>
<tr>
<td>MHI 508</td>
<td>Health Information Systems Security</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credit Hour Requirement** 40 Semester Credit Hours
Master of Science in Health Administration

Health Care Quality Assurance

Program Introduction
Propelled by broad trends, such as demographic growth, an ageing population, medical innovation and increased public awareness, the field of Health Administration offers rewarding and challenging career opportunities in the 21st century. The Master of Science in Health Administration (MSHA) degree caters to real world practical needs and focuses on implementing the knowledge and skills needed for effective administrative leadership roles in organizations throughout the complex healthcare ecosystem. This degree provides graduates with a strong knowledge base in Health Administration including management, delivery systems, finance, ethics, regulation and human resources.

Program Learning Outcomes
Identify and apply appropriate models and theories to approach and address administrative healthcare problems or issues.
- Evaluate multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Critically evaluate professional literature in the field of health administration.
- Develop effective written documents and presentations as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.

Required Program Core Courses (24 Semester Credit Hours)
- MHA 506 Health Care Systems Organization 4
- MHA 507 Health Care Delivery Systems 4
- MHM 502 Health Care Finance 4
- MHM 522 Legal Aspects of Health Administration 4
- MHM 525 Marketing in Health Care 4
- MHA 599 MSHA Capstone 4

Program Core Special Instructions
- MHM 502 Prerequisite: MHA506, MHA507 4
- MHA 599 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed

Concentration Introduction
The Trident College of Health Sciences offers the Master of Science in Health Administration degree program with a concentration in Health Care Quality Assurance. The goal of the program is to provide administrators and practitioners the opportunity to learn the tools and techniques used to achieve and ensure quality health care delivery in various health care establishments. The focus will be on presenting the analytical tools and techniques that will allow the health care administrator and professional to analyze, assess, and improve health outcomes, consumer satisfaction, accountability and the processes within the organization that ensure ongoing quality improvement. Special emphasis is given to preparing the organization to meet professional accreditation boards' standards.
Concentration Learning Outcomes
Integrate, apply, and synthesize knowledge across the functional levels and areas of healthcare quality assurance as required by accreditation boards. Be able to plan and lead a healthcare institution to meet accreditation boards’ requirements and standards.

Required Concentration Courses (16 Semester Credit Hours)
- MHM 505 Introduction to Quality Assurance 4
- MHM 507 Quality Assurance in Hospitals / Healthcare Organizations 4
- MHM 509 Quality Assurance in Managed Care 4
- MHM 511 Quality Assurance in Long Term Care / Nursing Homes 4

Total Degree Credit Hour Requirement 40 Semester Credit Hours

Dual Degree MSHA/MBA:

Master of Science in Health Administration (MSHA) and Master of Business Administration (MBA)

Program Introduction
The College of Business Administration and the College of Health Sciences have joined forces to offer a Dual MSHA/MBA program that result in the conferral of a Master of Business Administration (MBA) degree and a Master of Science in Health Administration (MSHA) degree.

Program Learning Outcomes

MSHA Program Learning Outcomes
- Identify and apply appropriate models and theories to approach and address administrative healthcare problems or issues.
- Evaluate multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Critically evaluate professional literature in the field of health administration.
- Develop effective written documents and presentations as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.

MBA Program Learning Outcomes
- Function at the professional middle management level in his/her chosen field of business administration
- Demonstrate effective written communication in an advanced business environment
- Analyze complex business situations and offer and evaluate alternative solutions
- Apply business knowledge, concepts, and frameworks to dynamic business situations
- Marshal and manage relevant resources in uncertain and global business environments
- Integrate, apply, and synthesize knowledge across the functional areas of business

Required Program Core Courses (64 Semester Credit Hours)

MBA courses:
- ACC 501 Accounting for Decision Making 4
- ETH 501 Business Ethics 4
- FIN 501 Strategic Corporate Finance 4
ITM 501  Management Information Systems and Business Strategy  4
MGT 501  Management and Organizational Behavior  4
MGT 599  Strategic Management  4
MKT 501  Strategic Marketing  4
OPM 500  Operation Management for Managers  4

MSHA courses:
MHA 506  Health Care Systems Organization  4
MHA 507  Health Care Delivery Systems  4
MHM 502  Health Care Finance  4
MHM 505  Introduction to Quality Assurance  4
MHM 514  Health Information Systems  4
MHM 522  Legal Aspects of Health Administration  4
MHM 525  Marketing in Health Care  4
CAP 599  Integrative Dual Degree Capstone Course in Health Care Business Management  4

Program Core Special Instructions
CAP 599  Integrative Project (Capstone) must be taken in final session.  4

- The student needs to apply specifically to the dual degree program when applying to the university.
- The MSHA/MBA degree requires total of 64 credit hours, 32 credits from each program. The student may choose which program he/she completes first.
- Dual degree students must satisfy the curriculum and graduation requirements of both the MBA and MSHA programs, and follow their degree plan. CAP599, the Integrated Capstone course, must be the last course taken after the required courses in both the MSHA and the MBA program have been taken.
- Students withdrawing from the dual degree program before completing both degrees will only receive credit toward graduation for such courses that qualify toward a single degree program. In this situation students will take the capstone course for the single degree program they wish to complete (MHA599 for the MSHA or BUS599 for the MBA). The CAP599 integrated capstone is only applicable for the Dual Degree.
- The MBA and MSHA degrees will be awarded upon successful completion of the requirements of the entire dual degree program.

Total Degree Credit Hour Requirement: 64 Semester Credit Hours

Master of Science in Emergency and Disaster Management

Program Introduction
Each year, people across the world are confronted by disasters. As can be witnessed by world events, the ability of a nation, state or community to plan for and respond to emergencies and disasters is essential in mitigating the potentially catastrophic consequences of natural and man-made disasters. The Master of Science in Emergency and Disaster Management (MSED) is designed for both military and civilian students with experience responding to national and global humanitarian crises, terrorist-based events and natural disasters. This program provides graduates with the skills to succeed in emergency and disaster professions in the military, federal, state and local government and industry.
Program Learning Outcomes
Demonstrate advanced knowledge of theories and practices relevant to emergency and disaster management.

- Apply effective solutions and responses to problems of a physical and psychological nature experienced in a disaster aftermath.
- Develop emergency plans that meet state and federal guideline and demonstrate effective communication skills.
- Critically assess new developments and advances relevant to emergency and disaster management.
- Apply, in a critical manner, legal and ethical practice and decision making as an emergency and disaster management professional.
- Analyze and evaluate disaster threats to public health infrastructure to effectively integrate and develop coordinated responses with various agencies in disaster mitigation.
- Identify and critically evaluate research findings in emergency and disaster management.
- Distinguish between and reconcile the economic, political and social forces that impact the environment in which the emergency and disaster management professional functions.

Required Program Core Courses (28 Semester Credit Hours)
- MHE 503 Survey of Emergency and Disaster Management 4
- MHE 505 Issues of Terrorism 4
- MHE 509 Emergency Planning and Methodology 4
- MHE 511 Emergency Operations 4
- EDM 504 Public Health and the Aftermath of a Disaster 4
- EDM 502 Critical Infrastructure Vulnerability and Protection 4
- EDM 599 Capstone Project 4

Program Core Special Instructions
- MHE 511 Prerequisite: MHE503 or MHE509 4
- EDM 502 Prerequisite: MHE503, MHE509, MHE511 4
- EDM 599 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed 4

Required Concentration Elective Courses (12 Semester Credit Hours)
Select 3 courses from the following:
- EDM 501 Domestic Terrorism 4
- EDM 503 Infectious Disease Mitigation Following Natural Disasters 4
- MHE 507 Bio - Terrorism 4
- MHE 512 Disaster Relief 4
- MHE 513 Risk Assessment and Epidemiology 4
- MHE 514 Psychosocial aspects of Emergency and Disaster 4
- MHE 516 Combating Terrorism 4
- MPH 522 Public Health Law and Policy 4

Total Degree Credit Hour Requirement 40 Semester Credit Hours
Master of Science in Health Sciences

CLINICAL RESEARCH ADMINISTRATION

Program Introduction
The College of Health Sciences offers the Master of Science in Health Sciences degree program with a variety of concentrations/specialties. The goal of the program is to provide students with the knowledge and skills needed for effective managerial and leadership careers in various health fields. Students will learn to discern among, implement and evaluate new developments and advances in fields of health sciences. Individuals will learn to balance the needs of health practice within various sociopolitical and economic environments. The program is also designed to provide students with the ability to critically evaluate research findings in applicable fields of practice. Students will develop knowledge and skills in ethical and legal decision making. The program also promotes educational opportunities for career advancement, employment mobility, and lifelong learning opportunities.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Identify and apply appropriate theories, concepts, or models within the health sciences field.
- Integrate diverse perspectives or cultural differences in recommending an appropriate strategy, plan or course of action within the health sciences field.
- Apply quantitative reasoning skills to evaluate data or other health information.
- Demonstrate information literacy in the health sciences field.
- Develop effective written documents and presentations as professionally appropriate at the health or healthcare administrative level, e.g., reports, proposals, PowerPoint presentations, educational materials.

Required Program Core Courses (24 Semester Credit Hours)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRA 502</td>
<td>Bioethics and Legal Perspectives</td>
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<tr>
<td>RES 500</td>
<td>Research Methods for Health Sciences</td>
<td>4</td>
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<tr>
<td>CRA 550</td>
<td>Clinical Research Administration I</td>
<td>4</td>
</tr>
<tr>
<td>CRA 552</td>
<td>Clinical Research Administration II</td>
<td>4</td>
</tr>
<tr>
<td>CRA 554</td>
<td>Human Trials</td>
<td>4</td>
</tr>
<tr>
<td>CRA 599</td>
<td>Capstone Project</td>
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</tbody>
</table>

Program Core Special Instructions
CRA 599 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed

Concentration Introduction
The Trident College of Health Sciences offers the Master of Science in Health Sciences degree program with a concentration in Clinical Research Administration. The goal of the Clinical Research Administration program is to provide the health administrator/practitioner the opportunity to learn the tools and techniques to manage the varied aspects of clinical trials with specific emphasis on research methodology; legal and bioethics implications regarding human trials and application, and leadership techniques necessary to navigate all aspects of the administrative requirement of clinical research.

Concentration Learning Outcomes
Distinguish between and reconcile the economic, political and social forces that impact the environment in which the clinical research administrator functions.
• Develop and implement plans for supervising clinical research studies.
• Apply, in a critical manner, legal and ethical practice and decision making as a clinical research administrator.
• Demonstrate a general knowledge and application of basic bio-statistical research measures necessary for evaluation of clinical research studies

Required Concentration Elective Courses (16 Semester Credit Hours)
Select 4 courses from the following:
- CRA 500 Health Care Delivery Systems 4
- CRA 503 Clinical Research Funding 4
- CRA 505 Clinical Research Industry 4
- CRA 507 Clinical Research Regulations 4
- CRA 509 Scientific Reporting 4

Total Degree Credit Hour Requirement 40 Semester Credit Hours

Master of Science in Health Sciences

Health Education

Program Introduction
The College of Health Sciences offers the Master of Science in Health Sciences degree program with a variety of concentrations/specialties. The goal of the program is to provide students with the knowledge and skills needed for effective managerial and leadership careers in various health fields. Students will learn to discern among, implement and evaluate new developments and advances in fields of health sciences. Individuals will learn to balance the needs of health practice within various sociopolitical and economic environments. The program is also designed to provide students with the ability to critically evaluate research findings in applicable fields of practice. Students will develop knowledge and skills in ethical and legal decision making. The program also promotes educational opportunities for career advancement, employment mobility, and lifelong learning opportunities.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
• Identify and apply appropriate theories, concepts, or models within the health sciences field.
• Integrate diverse perspectives or cultural differences in recommending an appropriate strategy, plan or course of action within the health sciences field.
• Apply quantitative reasoning skills to evaluate data or other health information.
• Demonstrate information literacy in the health sciences field.
• Develop effective written documents and presentations as professionally appropriate at the health or healthcare administrative level, e.g., reports, proposals, PowerPoint presentations, educational materials.

Required Program Core Courses (24 Semester Credit Hours)
- MHD 502 Health Through the Life Span 4
- MHD 504 Health Promotion, Program, Planning, Design and Evaluation 4
- MHD 506 Cultural and Cross-Cultural Perspectives in Health 4
- MHD 508 Health Behavior and Change 4
- RES 500 Research Methods for Health Sciences 4
Program Core Special Instructions
MHD 599     Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.

Concentration Introduction
The Trident College of Health Sciences offers the Master of Science in Health Sciences degree program with a concentration in Health Education.
The goal of the program is to prepare its graduates to work effectively as health educators by gaining knowledge and skills in the following areas: health behavior theory, program planning, implementation, and evaluation, written communication, and cultural competence.

- Identify planning models for health education
- Conduct community health needs assessment
- Identify strategies for ensuring health program sustainability
- Develop a plan for establishing and maintaining health partnerships
- Develop health education program goals and objectives
- Propose an evidence-based intervention, and develop an evaluation plan
- Collect and analyze health-related data
- Identify the attributes of culture-centered health education

Concentration Learning Outcomes
Apply health behavior theory to the development of health education interventions.

Required Concentration Elective Courses (16 Semester Credit Hours)
Select 4 courses from the following:
MHD 521     Perspectives in Community Health Education     4
MHD 531     Aging and Health Education     4
MHD 541     Mental Health and Society     4
MHD 551     Teenage Pregnancy and Early Parenting     4
MHD 561     Health Education Program Administration     4

Total Degree Credit Hour Requirement  40 Semester Credit Hours

Master of Science in Health Sciences

INTERNATIONAL HEALTH

Program Introduction
The College of Health Sciences offers the Master of Science in Health Sciences degree program with a variety of concentrations/specialties. The goal of the program is to provide students with the knowledge and skills needed for effective managerial and leadership careers in various health fields. Students will learn to discern among, implement and evaluate new developments and advances in fields of health sciences. Individuals will learn to balance the needs of health practice within various sociopolitical and economic environments. The program is also designed to provide students with the ability to critically evaluate research findings in applicable fields of practice. Students will develop
knowledge and skills in ethical and legal decision making. The program also promotes educational opportunities for career advancement, employment mobility, and lifelong learning opportunities.

**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Identify and apply appropriate theories, concepts, or models within the health sciences field.
- Integrate diverse perspectives or cultural differences in recommending an appropriate strategy, plan or course of action within the health sciences field.
- Apply quantitative reasoning skills to evaluate data or other health information.
- Demonstrate information literacy in the health sciences field.
- Develop effective written documents and presentations as professionally appropriate at the health or healthcare administrative level, e.g., reports, proposals, PowerPoint presentations, educational materials.

**Required Program Core Courses** (24 Semester Credit Hours)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MIH 502</td>
<td>Introduction to International Health</td>
<td>4</td>
</tr>
<tr>
<td>MIH 508</td>
<td>Health Policy in Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>MIH 512</td>
<td>Demography and Health</td>
<td>4</td>
</tr>
<tr>
<td>MIH 514</td>
<td>Cross Cultural Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>RES 500</td>
<td>Research Methods for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>MIH 599</td>
<td>Culminating Project</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

MIH 599 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.

**Concentration Introduction**

The Trident College of Health Sciences offers the Master of Science in Health Sciences degree program with a concentration in International Health. The goal of the program is to prepare its graduates to work effectively as leaders in the international sphere; to strengthen the capacity and enhance the sustainability of global health programs; to engage global health stakeholders and establish and maintain partnerships with each; to apply international principles of equity and social justice in implementing these programs; and to design, implement, and evaluate global health programs.

**Concentration Learning Outcomes**

- Develop, implement, and evaluate a global health program based on a logic model
- Identify strategies for ensuring health program sustainability
- Develop a plan for establishing and maintaining health partnerships
- Apply international standards, e.g., human rights, to the conduct of human research or health programs
- Explain mechanisms for ensuring accountability of international organizations collaborating on global health programs
- Identify strategies for engaging marginalized and vulnerable populations in efforts to address health disparities
- Apply social justice and human rights principles to address health inequities
- Identify strategies for ensuring that a global health program demonstrates respect for other cultural perspectives

**Required Concentration Elective Courses** (16 Semester Credit Hours)

Select 4 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIH 521</td>
<td>Health Program Evaluation</td>
<td>4</td>
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The College of Health Sciences offers the Master of Science in Health Sciences degree program with a variety of concentrations/specialties. The goal of the program is to provide students with the knowledge and skills needed for effective managerial and leadership careers in various health fields. Students will learn to discern among, implement and evaluate new developments and advances in fields of health sciences. Individuals will learn to balance the needs of health practice within various sociopolitical and economic environments. The program is also designed to provide students with the ability to critically evaluate research findings in applicable fields of practice. Students will develop knowledge and skills in ethical and legal decision making. The program also promotes educational opportunities for career advancement, employment mobility, and lifelong learning opportunities.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Identify and apply appropriate theories, concepts, or models within the health sciences field.
- Integrate diverse perspectives or cultural differences in recommending an appropriate strategy, plan or course of action within the health sciences field.
- Apply quantitative reasoning skills to evaluate data or other health information.
- Demonstrate information literacy in the health sciences field.
- Develop effective written documents and presentations as professionally appropriate at the health or healthcare administrative level, e.g., reports, proposals, PowerPoint presentations, educational materials.

Required Program Core Courses (24 Semester Credit Hours)

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<tr>
<td>MPH 502</td>
<td>Introduction to Public Health</td>
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<tr>
<td>MPH 504</td>
<td>Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>MIH 512</td>
<td>Demography and Health</td>
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</tr>
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<td>MIH 514</td>
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<td>RES 500</td>
<td>Research Methods for the Health Sciences</td>
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<td>Culminating Project</td>
<td>4</td>
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</table>

Program Core Special Instructions

MPH 599 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.

Concentration Introduction

The Trident College of Health Sciences offers the Master of Science in Health Sciences degree program with a concentration in Public Health. The goal of the program is to prepare students for careers in the
public health field, as well as advanced doctoral studies. Upon successful completion of the MSHS Public Health concentration, students will (a) attain knowledge in public health sciences and research methods, (b) apply knowledge, theories, and concepts to the public health field, (b) demonstrate effective written communication skills, and (d) apply cultural sensitivity and awareness.

Concentration Learning Outcomes
Demonstrate knowledge and application of research methods within the field of public health (e.g. development of research questions, hypotheses, literature review, study design, case definitions, selection of controls, sources of data, analytic methods)
- Conduct a descriptive analysis of a public health problem, geographical region, or population using demographic or epidemiologic data
- Develop cultural competency skills within the field of health sciences

Required Concentration Elective Courses (16 Semester Credit Hours)
Select 4 courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIH 521</td>
<td>Health Program Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>MPH 503</td>
<td>Infertility and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>MPH 522</td>
<td>Public Health Law and Policy</td>
<td>4</td>
</tr>
<tr>
<td>MIH 521</td>
<td>Health Program Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>MIH 527</td>
<td>Environmental Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>MIH 543</td>
<td>Perspectives on Abuse and Violence</td>
<td>4</td>
</tr>
<tr>
<td>MHM 502</td>
<td>Health Care Finance</td>
<td>4</td>
</tr>
<tr>
<td>MHM 506</td>
<td>Health Systems Administration</td>
<td>4</td>
</tr>
<tr>
<td>MHM514</td>
<td>Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHE 510</td>
<td>Occupational Health and Safety</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credit Hour Requirement  40 Semester Credit Hours

Doctor of Philosophy in Health Sciences

Health Care Administration

Program Introduction
The Doctor of Philosophy represents the highest level of achievement in any academic discipline. TUI is proud to offer a research degree resulting in a Doctor of Philosophy in Health Sciences. Students who earn this degree are qualified to enter academia or the top levels of health care administration or health executive positions in government and the private sector. These graduates will have demonstrated excellence in their pursuit of academic study in their selected field. As with any quality Ph.D. degree, the work is challenging but the rewards are substantial.

The purpose of the Doctor of Philosophy in Health Sciences program is to prepare professionals from health and health related fields as leaders, educators, researchers and scholars. Students select either the educator/researcher or practitioner concentration in International Health or Health Care Administration. All students in the program will have the opportunity to develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation. Students will have the opportunity to gain knowledge and skills that may be used to function at the entry level of university professorial track teaching or at the highest levels of organizational
management. Students will gain an extensive background and comprehension of various areas of health and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences. Students planning to enter an academic career will have the opportunity to learn skills for effective teaching in academic health profession programs.

**Program Learning Outcomes**
Demonstrate evidence of advanced research skills directed toward the creation of new knowledge in the field of health science.

- Describe and distinguish, in a comprehensive manner, the various theories and their applications to specific areas of health sciences.
- Produce and present scholarly writing based on rigorous scholarly research.
- Design and conduct doctoral level research and successfully defend a dissertation.
- Comply with legal and ethical requirements for research.
- Make significant and relevant contributions to the current body of scientific knowledge.
- Develop the ability to function in professorial track teaching or at high levels of organizational administration.

**Required Program Core Courses** (28 Semester Credit Hours)

- DHS 600  Research Methods in Health Sciences  4
- DHS 608  Quantitative Research and Advanced Statistics  4
- DHS 612  Program Evaluation  4
- DHS 618  Quantitative Research and Advanced Statistics II  4
- DHS 620  Linking Theory with Research  4
- DHS 652  Research Seminar  4
- DHS 699  Dissertation Seminar  4
- DHS 700 through 711  Dissertation Continuation  4
- DHS 712 and above  Dissertation Continuation  4

**Program Core Special Instructions**, The Ph.D. curriculum has three components:

**Core Courses:** All students are required to take five (5) research methods courses and two (2) required theory courses in the field of health. These courses provide the foundation for the elective courses which students may pursue in their specialized concentrations. All courses are valued at four (4) semester credits. The last course taken prior to the dissertation series is the required DHS699-Dissertation Proposal Seminar.

**Completion:** Successful completion of both oral and written Comprehensive exam Successful completion of the Dissertation Seminar /Prospectus (DHS699)

**Dissertation:** Successful defense of the dissertation proposal Successful defense of the Ph.D. dissertation, and approval of the Dissertation Committee and Program Director.

**Concentration Introduction**
The concentration in Health Care Administration focuses on research primarily related to health care laws, regulations and ethics, strategic planning and leadership.
Required Concentration Elective Courses (16 Semester Credit Hours)
DHA 619  Current Issues in Health Administration Research  4
DHA 621  Health Care Law, Regulation and Ethics  4
DHA 623  Advanced Leadership  4
DHA 698  Seminar in Strategic Planning for Health Sciences  4

Total Degree Credit Hour Requirement including 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

Doctor of Philosophy in Health Sciences

INTERNATIONAL HEALTH, EDUCATOR/RESEARCHER

Program Introduction
The Doctor of Philosophy represents the highest level of achievement in any academic discipline. TUI is proud to offer a research degree resulting in a Doctor of Philosophy in Health Sciences. Students who earn this degree are qualified to enter academia or the top levels of health care administration or health executive positions in government and the private sector. These graduates will have demonstrated excellence in their pursuit of academic study in their selected field. As with any quality Ph.D. degree, the work is challenging but the rewards are substantial.

The purpose of the Doctor of Philosophy in Health Sciences program is to prepare professionals from health and health related fields as leaders, educators, researchers and scholars. Students select either the educator/researcher or practitioner concentration in International Health or Health Care Administration. All students in the program will have the opportunity to develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation. Students will have the opportunity to gain knowledge and skills that may be used to function at the entry level of university professorial track teaching or at the highest levels of organizational management. Students will gain an extensive background and comprehension of various areas of health and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences. Students planning to enter an academic career will have the opportunity to learn skills for effective teaching in academic health profession programs.

Students should note that the Ph.D. International Health, Educator/Researcher program is not a certificate or credentialing programs.

TUI cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for credentialing/licensure/certification vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.
Program Learning Outcomes
Demonstrate evidence of advanced research skills directed toward the creation of new knowledge in the field of health science.

- Describe and distinguish, in a comprehensive manner, the various theories and their applications to specific areas of health sciences.
- Produce and present scholarly writing based on rigorous scholarly research.
- Design and conduct doctoral level research and successfully defend a dissertation.
- Comply with legal and ethical requirements for research.
- Make significant and relevant contributions to the current body of scientific knowledge.
- Develop the ability to function in professorial track teaching or at high levels of organizational administration

Required Program Core Courses (28 Semester Credit Hours)

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Program Core Special Instructions, The Ph.D. curriculum has three components:

Core Courses: All students are required to take five (5) research methods courses and two (2) required theory courses in the field of health. These courses provide the foundation for the elective courses which students may pursue in their specialized concentrations. All courses are valued at four (4) semester credits. The last course taken prior to the dissertation series is the required DHS699-Dissertation Proposal Seminar.

Completion: Successful completion of both oral and written Comprehensive exam. Successful completion of the Dissertation Seminar /Prospectus (DHS699)

Dissertation: Successful defense of the dissertation proposal Successful defense of the Ph.D. dissertation, and approval of the Dissertation Committee and Program Director.

Concentration Introduction
This concentration emphasizes the knowledge supporting research and an understanding of teaching in higher educational in an international environment that focuses on health.

Required Concentration Elective Courses (16 Semester Credit Hours)
Select 4 courses from the following:

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<td>Current Issues in Health Administration Research</td>
<td>4</td>
</tr>
<tr>
<td>DHS 621</td>
<td>Curriculum in Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>DHS 623</td>
<td>Teaching/Administration in Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>DIH 698</td>
<td>Special topics in International Health</td>
<td>4</td>
</tr>
<tr>
<td>DHS 610</td>
<td>Qualitative Research</td>
<td>4</td>
</tr>
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Total Degree Credit Requirements including 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

Doctor of Philosophy in Health Sciences

International Health, Practitioner/Researcher

Program Introduction
The Doctor of Philosophy represents the highest level of achievement in any academic discipline. TUI is proud to offer a research degree resulting in a Doctor of Philosophy in Health Sciences. Students who earn this degree are qualified to enter academia or the top levels of health care administration or health executive positions in government and the private sector. These graduates will have demonstrated excellence in their pursuit of academic study in their selected field. As with any quality Ph.D. degree, the work is challenging but the rewards are substantial.

The purpose of the Doctor of Philosophy in Health Sciences program is to prepare professionals from health and health related fields as leaders, educators, researchers and scholars. Students select either the educator/researcher or practitioner concentration in International Health or Health Care Administration. All students in the program will have the opportunity to develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation. Students will have the opportunity to gain knowledge and skills that may be used to function at the entry level of university professorial track teaching or at the highest levels of organizational management. Students will gain an extensive background and comprehension of various areas of health and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences. Students planning to enter an academic career will have the opportunity to learn skills for effective teaching in academic health profession programs.

Program Learning Outcomes
Demonstrate evidence of advanced research skills directed toward the creation of new knowledge in the field of health science.

- Describe and distinguish, in a comprehensive manner, the various theories and their applications to specific areas of health sciences.
- Produce and present scholarly writing based on rigorous scholarly research.
- Design and conduct doctoral level research and successfully defend a dissertation.
- Comply with legal and ethical requirements for research.
- Make significant and relevant contributions to the current body of scientific knowledge.
- Develop the ability to function in professorial track teaching or at high levels of organizational administration.
**Required Program Core Courses** (28 Semester Credit Hours)

DHS 600  
Research Methods in Health Sciences  4

DHS 608  
Quantitative Research and Advanced Statistics  4

DHS 612  
Program Evaluation  4

DHS 618  
Quantitative Research and Advanced Statistics II  4

DHS 620  
Linking Theory with Research  4

DHS 652  
Research Seminar  4

DHS 699  
Dissertation Seminar  4

DHS 700 through 711  
Dissertation Continuation  4

DHS 712 and above  
Dissertation Continuation  4

**Program Core Special Instructions**, The Ph.D. curriculum has three components:

- **Core Courses:** All students are required to take five (5) research methods courses and two (2) required theory courses in the field of health. These courses provide the foundation for the elective courses which students may pursue in their specialized concentrations. All courses are valued at four (4) semester credits. The last course taken prior to the dissertation series is the required DHS699-Dissertation Proposal Seminar.

- **Completion:** Successful completion of both oral and written Comprehensive exam
  Successful completion of the Dissertation Seminar /Prospectus (DHS699)

- **Dissertation:** Successful defense of the dissertation proposal Successful defense of the Ph.D. dissertation, and approval of the Dissertation Committee and Program Director.

**Concentration Introduction**

This concentration focuses on the significant issues in International Health/Global Health and provides the student with the knowledge and skills to conduct research.

**Required Concentration Elective Courses** (16 Semester Credit Hours)

Select 4 courses from the following:

- DIH 619  
  Current Issues in International Health Research  4

- DIH 633  
  Global Epidemiology  4

- DIH 635  
  Geopolitical Health Perspectives  4

- DIH 698  
  Special topics in International Health  4

- DHS 610  
  Qualitative Research  4

**Total Degree Credit Requirements** including 44 credits of required coursework and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework including the Dissertation Seminar, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702...

The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.
College of Information Systems

The mission of the College of Information Systems is to provide unparalleled access and compassionate student support striving for academic excellence to prepare our students to function effectively in the rapidly changing information technology field. Trident’s student-centered philosophy allows students to advance their knowledge and skills in information technology management and computer science and prepare them for the future.

Bachelor of Science in Computer Science

Program Introduction
The mission of the Bachelor of Science in Computer Science program is to prepare its students for productive computer science based careers in government, business, industry, and not-for-profit organizations by providing academic excellence, unparalleled access and compassionate student support. The BSCS program provides its graduates with a body of knowledge applicable to the present computing environment and a set of skills adaptable to the future computing needs.

Program Learning Outcomes
Upon successful completion of the BSBC program, graduates should be able to:

- Apply knowledge of computing and mathematics appropriate to the discipline.
- Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- Communicate effectively with others to accomplish a common goal.
- Explain professional, ethical, legal, security and social issues and responsibilities.
- Communicate effectively with a range of audiences.
- Analyze the local and global impact of computing on individuals, organizations and society.
- Engage in continuing professional development.
- Use current techniques, skills, and tools necessary for computing practice.
- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- Apply design and development principles in the construction of software systems of varying complexity.

Required Program Core Courses (44 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 111</td>
<td>Foundations of Computing and Program Design</td>
<td>4</td>
</tr>
<tr>
<td>CSC 113</td>
<td>Introduction to Object Oriented Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 212</td>
<td>Intermediate Object Oriented Programming</td>
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</tr>
<tr>
<td>CSC 316</td>
<td>Database Systems I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 325</td>
<td>Operating Systems and Environments</td>
<td>4</td>
</tr>
<tr>
<td>CSC 412</td>
<td>Client Server Networks</td>
<td>4</td>
</tr>
<tr>
<td>CSC 424</td>
<td>Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>CSC 425</td>
<td>BSCS Integrative Project (Capstone)</td>
<td>4</td>
</tr>
<tr>
<td>ITM 426</td>
<td>Systems Analysis and Design I</td>
<td>4</td>
</tr>
<tr>
<td>ITM 433</td>
<td>Computer-Human Interaction</td>
<td>4</td>
</tr>
</tbody>
</table>
ITM 434  Business Ethics and Social Issues in Computing 4

Program Core Special Instructions
CSC 425  Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.
Add’tl Hours  MAT106 Discrete Mathematics 4

Add’tl Hours  MAT201 Basic Statistics 4

Required Concentration Elective Courses (20 Semester Credit Hours)
Select 5 courses from the following:
CSC 317  Database Systems II 4
CSC 310  Advanced Programming Topics 4
CSC 320  Web Engineering and Programming I 4
CSC 405  Web Engineering and Programming II 4
CSC 414  Advanced Networking and Wireless Hybrid Networks 4
CSC 418  Switching 4
CSC 419  Routers 4
CSC 422  Web Services 4
CSC 423  Web Services II 4
CSC 424  Software Engineering 4
ITM 424  Introduction to Software & Technical Support 4
ITM 431  Introduction to IT Security 4
ITM 432  Principles of Finance & Financial Information Systems 4
ITM 433  Computer-Human Interaction, Groupware, Usability 4
ITM 434  Business Ethics and Social Issues in Computing 4
ITM 435  Marketing and Marketing Information Systems 4
ITM 436  Operations Management & Operations Information Systems 4
ITM 440  Database Technology & Database Administration 4
ITM 441  Network Technology & Network Administration 4
ITM 442  Knowledge Management, Business Intelligence 4

Electives  Varies based on total transfer credits

Upper Division Credit Requirement  A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit  Up to 88 semester credit hours can be transferred

Residency Requirement  32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement  120 Semester Credit Hours
Program Introduction
The mission of the Bachelor of Science in Computer Science program is to prepare its students for productive computer science based careers in government, business, industry, and not-for-profit organizations by providing academic excellence, unparalleled access and compassionate student support. The BSCS program provides its graduates with a body of knowledge applicable to the present computing environment and a set of skills adaptable to the future computing needs.

Program Learning Outcomes
The BSCS program enables students to achieve, by the time of graduation, abilities to:

- Apply knowledge of computing and mathematics appropriate to the discipline.
- Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- Communicate effectively with others to accomplish a common goal.
- Explain professional, ethical, legal, security and social issues and responsibilities.
- Communicate effectively with a range of audiences.
- Analyze the local and global impact of computing on individuals, organizations and society.
- Engage in continuing professional development.
- Use current techniques, skills, and tools necessary for computing practice.
- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- Apply design and development principles in the construction of software systems of varying complexity.

Required Program Core Courses (36 Semester Credit Hours)

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</tbody>
</table>

Program Core Special Instructions

CSC 425       Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.
Add’l Hours   MAT106 Discrete Mathematics       4
Add’l Hours   MAT201 Basic Statistics          4
**Concentration Introduction**
This concentration provides the student with the tools and techniques to become a database administrator. Subject areas include the storage and retrieval of routine and mission critical data, information and knowledge management. Students will learn and work with advanced technologies to solve complex business problems.

**Required Concentration Core Courses (12 Semester Credit Hours)**
- CSC 317 Database Systems II 4
- CSC 424 Software Engineering 4
- ITM 426 Systems Analysis and Design I 4

**Required Concentration Elective Courses (16 Semester Credit Hours)**
- CSC 310 Advanced Programming Topics 4
- CSC 320 Web Engineering and Programming I 4
- CSC 405 Web Engineering and Programming II 4
- CSC 414 Advanced Networking and Wireless Hybrid Networks 4
- CSC 418 Switching 4
- CSC 419 Routers 4
- CSC 422 Web Services 4
- CSC 423 Web Services II 4
- CSC 424 Software Engineering 4
- ITM 424 Introduction to Software & Technical Support 4
- ITM 431 Introduction to IT Security 4
- ITM 432 Principles of Finance & Financial Information Systems 4
- ITM 433 Computer-Human Interaction, Groupware, Usability 4
- ITM 434 Business Ethics and Social Issues in Computing 4
- ITM 435 Marketing and Marketing Information Systems 4
- ITM 436 Operations Management & Operations Information Systems 4
- ITM 440 Database Technology & Database Administration 4
- ITM 441 Network Technology & Network Administration 4
- ITM 442 Knowledge Management, Business Intelligence 4

**Transfer Credit** Up to 88 semester credit hours can be transferred

**Residency Requirement** 32 semester Credit Hours must be completed through online courses at Trident University International

**Electives** Varies based on total transfer credits

**Upper Division Credit Requirement** A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Total Degree Credit Hour Requirement** 120 Semester Credit Hours
Bachelor of Science in Computer Science

Network Administration

Program Introduction
The mission of the Bachelor of Science in Computer Science program is to prepare its students for productive computer science based careers in government, business, industry, and not-for-profit organizations by providing academic excellence, unparalleled access and compassionate student support. The BSCS program provides its graduates with a body of knowledge applicable to the present computing environment and a set of skills adaptable to the future computing needs.

Program Learning Outcomes
The BSCS program enables students to achieve, by the time of graduation, abilities to:

• Apply knowledge of computing and mathematics appropriate to the discipline.
• Analyze a problem, and identify and define the computing requirements appropriate to its solution.
• Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
• Communicate effectively with others to accomplish a common goal.
• Explain professional, ethical, legal, security and social issues and responsibilities.
• Communicate effectively with a range of audiences.
• Analyze the local and global impact of computing on individuals, organizations and society.
• Engage in continuing professional development.
• Use current techniques, skills, and tools necessary for computing practice.
• Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
• Apply design and development principles in the construction of software systems of varying complexity.

Required Program Core Courses (36 Semester Credit Hours)

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Program Core Special Instructions

CSC 425   Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.
Add’tl Hours MAT106 Discrete Mathematics 4
Add’tl Hours MAT201 Basic Statistics 4
Concentration Introduction
Students learn how to administer web-centric networks. Students will learn how to design a hierarchical design model to address performance, scalability, maintainability and troubleshoot networks. Students will be able to configure networks for new and diverse technologies. Students will acquire essential skills to integrate diverse technologies into a networking environment including wireless and hybrid networks.

Required Concentration Core Courses (12 Semester Credit Hours)
CSC 414 Advanced Networking and Wireless Hybrid Networks 4
CSC 418 Switching 4
CSC 419 Routers 4

Required Concentration Elective Courses (16 Semester Credit Hours)
Select 4 of the following:
CSC 317 Database Systems II 4
CSC 310 Advanced Programming Topics 4
CSC 320 Web Engineering and Programming I 4
CSC 405 Web Engineering and Programming II 4
CSC 422 Web Services 4
CSC 423 Web Services II 4
CSC 424 Software Engineering 4
ITM 424 Introduction to Software & Technical Support 4
ITM 431 Introduction to IT Security 4
ITM 432 Principles of Finance & Financial Information Systems 4
ITM 433 Computer-Human Interaction, Groupware, Usability 4
ITM 434 Business Ethics and Social Issues in Computing 4
ITM 435 Marketing and Marketing Information Systems 4
ITM 436 Operations Management & Operations Information Systems 4
ITM 440 Database Technology & Database Administration 4
ITM 441 Network Technology & Network Administration 4
ITM 442 Knowledge Management, Business Intelligence 4

Electives Varies based on total transfer credits

Upper Division Credit Requirement A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit Up to 88 semester credit hours can be transferred

Residency Requirement 32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement 120 Semester Credit Hours
Bachelor of Science in Computer Science

Web Programming

Program Introduction
The mission of the Bachelor of Science in Computer Science program is to prepare its students for productive computer science based careers in government, business, industry, and not-for-profit organizations by providing academic excellence, unparalleled access and compassionate student support. The BSCS program provides its graduates with a body of knowledge applicable to the present computing environment and a set of skills adaptable to the future computing needs.

Program Learning Outcomes
The BSCS program enables students to achieve, by the time of graduation, abilities to:

- Apply knowledge of computing and mathematics appropriate to the discipline.
- Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- Communicate effectively with others to accomplish a common goal.
- Explain professional, ethical, legal, security and social issues and responsibilities.
- Communicate effectively with a range of audiences.
- Analyze the local and global impact of computing on individuals, organizations and society.
- Engage in continuing professional development.
- Use current techniques, skills, and tools necessary for computing practice.
- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- Apply design and development principles in the construction of software systems of varying complexity.

Required Program Core Courses (36 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CSC 111</td>
<td>Foundations of Computing and Program Design</td>
<td>4</td>
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<td>CSC 113</td>
<td>Introduction to Object Oriented Programming</td>
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<td>CSC 212</td>
<td>Intermediate Object Oriented Programming</td>
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<td>CSC 316</td>
<td>Database Systems I</td>
<td>4</td>
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<td>CSC 325</td>
<td>Operating Systems and Environments</td>
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<td>CSC 412</td>
<td>Client Server Networks</td>
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</tr>
<tr>
<td>CSC 425</td>
<td>BSCS Integrative Project (Capstone)</td>
<td>4</td>
</tr>
<tr>
<td>ITM 433</td>
<td>Computer-Human Interaction</td>
<td>4</td>
</tr>
<tr>
<td>ITM 434</td>
<td>Business Ethics and Social Issues in Computing</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

CSC 425 Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.

Add’tl Hours

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MAT106</td>
<td>Discrete Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>MAT201</td>
<td>Basic Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>
Concentration Introduction
This concentration provides the student with the latest technologies to enhance web browsing experiences for users and to make applications more robust and dynamic. Learn how to develop and administrate server-side technologies of modern Web architectures/frameworks and be able harness the power of these technologies in providing dynamic content to websites.

Required Concentration Core Courses (12 Semester Credit Hours)
CSC 310 Advanced Programming Topics 4
CSC 320 Web Engineering and Programming I 4
CSC 405 Web Engineering and Programming II 4

Required Concentration Elective Courses (16 Semester Credit Hours)
Select 4 of the following:
CSC 317 Database Systems II 4
CSC 414 Advanced Networking and Wireless Hybrid Networks 4
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ITM 442 Knowledge Management, Business Intelligence 4
CSC 414 Advanced Networking and Wireless Hybrid Networks 4

Electives Varies based on total transfer credits

Upper Division Credit Requirement A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit Up to 88 semester credit hours can be transferred

Residency Requirement 32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement 120 Semester Credit Hours
Program Introduction
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Program Core Special Instructions

CSC 425  Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.

Add’tl Hours  MAT106 Discrete Mathematics 4
Add’tl Hours  MAT201 Basic Statistics 4
Concentration Introduction
Web services are an emerging technology for web-centric computing. Students will learn current standards for web service and will work with web services toolkits and utilize java, xml and other tools for integrated web services computing. Students will become equipped with the sophisticated architecture and design principles that they encounter in a real world problems.

**Required Concentration Core Courses** (12 Semester Credit Hours)
- CSC 422 Web Services 4
- CSC 423 Web Services II 4
- CSC 424 Software Engineering 4

**Required Concentration Elective Courses** (16 Semester Credit Hours)
Select 4 of the following:
- CSC 310 Advanced Programming Topics 4
- CSC 320 Web Engineering and Programming I 4
- CSC 405 Web Engineering and Programming II 4
- CSC 317 Database Systems II 4
- CSC 414 Advanced Networking and Wireless Hybrid Networks 4
- CSC 418 Switching 4
- CSC 419 Routers 4
- ITM 424 Introduction to Software & Technical Support 4
- ITM 431 Introduction to IT Security 4
- ITM 432 Principles of Finance & Financial Information Systems 4
- ITM 433 Computer-Human Interaction, Groupware, Usability 4
- ITM 434 Business Ethics and Social Issues in Computing 4
- ITM 435 Marketing and Marketing Information Systems 4
- ITM 436 Operations Management & Operations Information Systems 4
- ITM 440 Database Technology & Database Administration 4
- ITM 441 Network Technology & Network Administration 4
- ITM 442 Knowledge Management, Business Intelligence 4

**Electives**
Varies based on total transfer credits

**Upper Division Credit Requirement**
A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit**
Up to 88 semester credit hours can be transferred

**Residency Requirement**
32 semester Credit Hours must be completed through online courses at Trident University International

**Total Degree Credit Hour Requirement**
120 Semester Credit Hours
Program Introduction
The mission of the Bachelor of Science in Information Technology Management program is to prepare students for a career in a broad range of information-based fields including careers within government, business, and not-for-profit organizations.

Specifically, the program aims to provide students with a basic understanding of both technical issues in IT management (databases, networks, security, etc.) and managerial applications (financial and marketing information systems, systems design, etc.), along with a solid foundation in the function of information systems in management and the social and ethical dimensions of IT practice. Emphasis is placed on the integration of the social and technical components of IT systems and the need to jointly manage both aspects of information management.

Graduates should be well equipped to support senior IT personnel working across different managerial areas, by virtue of their exposure to an extremely wide range of IT concerns and problems during their training and the emphasis during that training on “speaking the language” of different areas of management and technologies and being able to mediate and translate between these different points of view.

Graduates of the BSITM program should be able to function successfully in information technology management based career path; meet the needs of constant change in information technology management by engaging in pursuit of excellence and lifelong learning; research specific topics in the core areas of information technology management; make effective information technology management decisions using appropriate analytical and critical thinking processes; contribute to information system projects, and communicate effectively with other professionals technical and non-technical areas; and pursue advanced degrees in information technology management or related disciplines.

Program Learning Outcomes
The BSITM program enables students to achieve, by the time of graduation, abilities to:

- Describe various computing hardware configurations, including the major components of systems, the kinds of choices among them to be made; identify reasons why an organization might prefer one set of hardware configurations over others.
- Identify the major classes of computer software, describe how different kinds of software support different organizational functions; outline effective processes for software development and/or selection, including the relative advantages and disadvantages of open-source vs. proprietary programs.
- Describe the implementation of information technology in socio-technical terms, including joint optimization of social and technical systems and the stages of implementation; explain how effective project management can support implementation and integrate new systems into the organization's overall mission and goals.
- Describe how information is used in organizational decision making, and how organizational strategies interact with information management strategies; explain how information security conditions organizational strategies, and the costs and benefits of different approaches.
- Describe how various social, economic, and environmental factors affect the information available to organizations, and the role of specialized and legacy systems in decision making; outline likely changes forthcoming in information technologies and their possible organizational effects.
**Required Program Core Courses** (52 Semester Credit Hours)

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<td>ITM 436</td>
<td>Operations Management and Operations Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ITM 440</td>
<td>Database Technology and Database Administration</td>
<td>4</td>
</tr>
<tr>
<td>ITM 441</td>
<td>Network Technology and Network Administration</td>
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</tr>
<tr>
<td>ITM 491</td>
<td>BSITM Integrative Project (Capstone)</td>
<td>4</td>
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</tbody>
</table>

**Program Core Special Instructions**

ITM 491 Prerequisite: may not be taken until all other core courses and concentration courses have been successfully completed

Add’tl Hours MAT201 Basic Statistics

**Required Concentration Elective Courses** (16 Semester Credit Hours)

Select 4 of the following:

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**Upper Division Credit Requirement** A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

**Transfer Credit** Up to 88 semester credit hours can be transferred
Residency Requirement 32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement 120 Semester Credit Hours

Bachelor of Science in Information Technology Management

Business Systems Analysis

Program Introduction
The mission of the Bachelor of Science in Information Technology Management program is to prepare students for a career in a broad range of information-based fields including careers within government, business, and not-for-profit organizations.

Specifically, the program aims to provide students with a basic understanding of both technical issues in IT management (databases, networks, security, etc.) and managerial applications (financial and marketing information systems, systems design, etc.), along with a solid foundation in the function of information systems in management and the social and ethical dimensions of IT practice. Emphasis is placed on the integration of the social and technical components of IT systems and the need to jointly manage both aspects of information management.

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Graduates of the BSITM program should be able to function successfully in information technology management based career path; meet the needs of constant change in information technology management by engaging in pursuit of excellence and lifelong learning; research specific topics in the core areas of information technology management; make effective information technology management decisions using appropriate analytical and critical thinking processes; contribute to information system projects, and communicate effectively with other professionals technical and non-technical areas; and pursue advanced degrees in information technology management or related disciplines.

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The BSITM program enables students to achieve, by the time of graduation, abilities to:
- Describe various computing hardware configurations, including the major components of systems, the kinds of choices among them to be made; identify reasons why an organization might prefer one set of hardware configurations over others.
- Identify the major classes of computer software, describe how different kinds of software support different organizational functions; outline effective processes for software development and/or selection, including the relative advantages and disadvantages of open-source vs. proprietary programs.
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**Required Program Core Courses** (52 Semester Credit Hours)

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**Program Core Special Instructions**

- ITM 491 Prerequisite: may not be taken until all other core courses and concentration courses have been successfully completed
- Add’tl Hours MAT201 Basic Statistics 4

**Concentration Introduction**

The BSITM concentration in Business Systems Analysis prepares students for a systems analysis career. The systems analyst is able to take a business model and develop software and hardware solutions that can be implemented and maintained efficiently and effectively with the intent of improving organizational performance. Included in the systems analysis plan is the understanding of how users interact with technology and the examination of input, processing and output of data. Students will be prepared for systems analysis careers in for-profit, government and not-for-profit sectors.

**Required Concentration Core Courses** (12 Semester Credit Hours)

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**Required Concentration Elective Courses** (4 Semester Credit Hours)

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ITM 437 Information Security and Technology 4
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ITM 442 Knowledge Management, Business Intelligence 4

Electives Varies based on total transfer credits

Upper Division Credit Requirement A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

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Residency Requirement 32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement 120 Semester Credit Hours

Bachelor of Science in Information Technology Management

INFORMATION SECURITY

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Graduates of the BSITM program should be able to function successfully in information technology management based career path; meet the needs of constant change in information technology management by engaging in pursuit of excellence and lifelong learning; research specific topics in the core areas of information technology management; make effective information technology management decisions using appropriate analytical and critical thinking processes; contribute to information system projects, and communicate effectively with other professionals technical and non-technical areas; and pursue advanced degrees in information technology management or related disciplines.

Program Learning Outcomes
The BSITM program enables students to achieve, by the time of graduation, abilities to:

- Describe various computing hardware configurations, including the major components of systems, the kinds of choices among them to be made; identify reasons why an organization might prefer one set of hardware configurations over others.
- Identify the major classes of computer software, describe how different kinds of software support different organizational functions; outline effective processes for software development and/or selection, including the relative advantages and disadvantages of open-source vs. proprietary programs.
- Describe the implementation of information technology in socio-technical terms, including joint optimization of social and technical systems and the stages of implementation; explain how effective project management can support implementation and integrate new systems into the organization's overall mission and goals.
- Describe how information is used in organizational decision making, and how organizational strategies interact with information management strategies; explain how information security conditions organizational strategies, and the costs and benefits of different approaches.
- Describe how various social, economic, and environmental factors affect the information available to organizations, and the role of specialized and legacy systems in decision making; outline likely changes forthcoming in information technologies and their possible organizational effects.

Required Program Core Courses (52 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 206</td>
<td>Introduction to Business Process and ERP Systems</td>
<td>4</td>
</tr>
<tr>
<td>ITM 205</td>
<td>Object Oriented Programming</td>
<td>4</td>
</tr>
<tr>
<td>BUS 303</td>
<td>Business Communication</td>
<td>4</td>
</tr>
<tr>
<td>ITM 306</td>
<td>Foundations of Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ITM 423</td>
<td>Systems Acquisition, Systems Development, and Project Management</td>
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</tr>
<tr>
<td>ITM 426</td>
<td>Systems Analysis and Design I</td>
<td>4</td>
</tr>
<tr>
<td>ITM 431</td>
<td>Introduction to IT Security</td>
<td>4</td>
</tr>
<tr>
<td>ITM 432</td>
<td>Principles of Finance and Financial Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ITM 433</td>
<td>Computer-Human Interaction</td>
<td>4</td>
</tr>
<tr>
<td>ITM 436</td>
<td>Operations Management and Operations Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ITM 440</td>
<td>Database Technology and Database Administration</td>
<td>4</td>
</tr>
<tr>
<td>ITM 441</td>
<td>Network Technology and Network Administration</td>
<td>4</td>
</tr>
<tr>
<td>ITM 491</td>
<td>BSITM Integrative Project (Capstone)</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

- ITM 491 Prerequisite: may not be taken until all other core courses and concentration courses have been successfully completed

Add’tl Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT201</td>
<td>Basic Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>
Concentration Introduction
The BSITM concentration in Information Security prepares students for a career as an information security analyst. An information security analyst is responsible for the planning, implementation, upgrading and monitoring of security measures and controls to safeguard computer networks and information. Students will be prepared for information security analyst careers in for-profit, government and not-for-profit sectors.

Required Concentration Core Courses (12 Semester Credit Hours)
ITM 437 Information Security and Technology 4
ITM 438 Information Security Management and Assurance 4
CSC 325 Operating Systems and Development 4

Required Concentration Elective Courses (4 Semester Credit Hours)
Select 1 of the following:
CSC 310 Advanced Programming Topics 4
CSC 316 Database Systems I 4
CSC 317 Database Systems II 4
CSC 325 Operating Systems and Environments 4
CSC 405 Web Engineering and Programming II 4
CSC 412 Client Server Networks 4
CSC 414 Advanced Networking and Wireless Hybrid Networks 4
CSC 418 Switching 4
CSC 419 Routers 4
CSC 422 Web Services 1 4
CSC 423 Web Services II 4
CSC 424 Software Engineering 4
ITM 424 Introduction to Software & Technical Support 4
ITM 431 Introduction to IT Security 4
ITM 432 Principles of Finance & Financial Information Systems 4
ITM 433 Computer-Human Interaction, Groupware, Usability 4
ITM 434 Business Ethics and Social Issues in Computing 4
ITM 435 Marketing and Marketing Information Systems 4
ITM 437 Information Security and Technology 4
ITM 438 Information Security Management and Assurance 4
ITM 442 Knowledge Management, Business Intelligence 4

Electives Varies based on total transfer credits

Upper Division Credit Requirement A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit Up to 88 semester credit hours can be transferred

Residency Requirement 32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement 120 Semester Credit Hours
Program Introduction
The mission of the Bachelor of Science in Information Technology Management program is to prepare students for a career in a broad range of information-based fields including careers within government, business, and not-for-profit organizations.

Specifically, the program aims to provide students with a basic understanding of both technical issues in IT management (databases, networks, security, etc.) and managerial applications (financial and marketing information systems, systems design, etc.), along with a solid foundation in the function of information systems in management and the social and ethical dimensions of IT practice. Emphasis is placed on the integration of the social and technical components of IT systems and the need to jointly manage both aspects of information management.

Graduates should be well equipped to support senior IT personnel working across different managerial areas, by virtue of their exposure to an extremely wide range of IT concerns and problems during their training and the emphasis during that training on “speaking the language” of different areas of management and technologies and being able to mediate and translate between these different points of view.

Graduates of the BSITM program should be able to function successfully in information technology management based career path; meet the needs of constant change in information technology management by engaging in pursuit of excellence and lifelong learning; research specific topics in the core areas of information technology management; make effective information technology management decisions using appropriate analytical and critical thinking processes; contribute to information system projects, and communicate effectively with other professionals technical and non-technical areas; and pursue advanced degrees in information technology management or related disciplines.

Program Learning Outcomes
The BSITM program enables students to achieve, by the time of graduation, abilities to:

- Describe various computing hardware configurations, including the major components of systems, the kinds of choices among them to be made; identify reasons why an organization might prefer one set of hardware configurations over others.
- Identify the major classes of computer software, describe how different kinds of software support different organizational functions; outline effective processes for software development and/or selection, including the relative advantages and disadvantages of open-source vs. proprietary programs.
- Describe the implementation of information technology in socio-technical terms, including joint optimization of social and technical systems and the stages of implementation; explain how effective project management can support implementation and integrate new systems into the organization's overall mission and goals.
- Describe how information is used in organizational decision making, and how organizational strategies interact with information management strategies; explain how information security conditions organizational strategies, and the costs and benefits of different approaches.
- Describe how various social, economic, and environmental factors affect the information available to organizations, and the role of specialized and legacy systems in decision making;
outline likely changes forthcoming in information technologies and their possible organizational effects.

**Required Program Core Courses** (52 Semester Credit Hours)

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<td>BSITM Integrative Project (Capstone)</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

ITM 491  Prerequisite: may not be taken until all other core courses and concentration courses have been successfully completed  4

Add’tl Hours  MAT201 Basic Statistics  4

**Concentration Introduction**

The BSITM concentration in Project Management prepares students to manage information technology projects. Students will gain an understanding of how to plan, organize, secure and manage resources to successfully attain the goals of IT projects. Students will be prepared to manage projects in the for-profit, government and not-for-profit sectors.

**Required Concentration Core Courses** (12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 302</td>
<td>Organizational Behavior</td>
<td>4</td>
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<tr>
<td>CMG 301</td>
<td>Government Contracting Principles</td>
<td>4</td>
</tr>
<tr>
<td>CMG 302</td>
<td>Negotiation, Pricing and Conflict Resolution</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Concentration Elective Courses** (4 Semester Credit Hours)

Select 1 of the following:

<table>
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</tr>
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<tbody>
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<td>CSC 310</td>
<td>Advanced Programming Topics</td>
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<td>Database Systems I</td>
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<td>CSC 317</td>
<td>Database Systems II</td>
<td>4</td>
</tr>
<tr>
<td>CSC 320</td>
<td>Web Engineering and Programming I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 325</td>
<td>Operating Systems and Environments</td>
<td>4</td>
</tr>
<tr>
<td>CSC 405</td>
<td>Web Engineering and Programming II</td>
<td>4</td>
</tr>
<tr>
<td>CSC 412</td>
<td>Client Server Networks</td>
<td>4</td>
</tr>
<tr>
<td>CSC414</td>
<td>Advanced Networking and Wireless Hybrid Networks</td>
<td>4</td>
</tr>
<tr>
<td>CSC 418</td>
<td>Switching</td>
<td>4</td>
</tr>
<tr>
<td>CSC 419</td>
<td>Routers</td>
<td>4</td>
</tr>
<tr>
<td>CSC 422</td>
<td>Web Services</td>
<td>4</td>
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<td>CSC 423</td>
<td>Web Services II</td>
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</tr>
<tr>
<td>CSC 424</td>
<td>Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>ITM 424</td>
<td>Introduction to Software &amp; Technical Support</td>
<td>4</td>
</tr>
<tr>
<td>ITM 431</td>
<td>Introduction to IT Security</td>
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Electives Varies based on total transfer credits

Upper Division Credit Requirement A minimum of 36 upper division semester credit hours must be successfully completed or transferred in order to graduate

Transfer Credit Up to 88 semester credit hours can be transferred

Residency Requirement 32 semester Credit Hours must be completed through online courses at Trident University International

Total Degree Credit Hour Requirement 120 Semester Credit Hours

Master of Science in Information Technology Management

Program Introduction
The Masters in Information Technology Management prepares the graduate to manage IT systems development and implementation, plan and design IT architecture to support these networked systems, develop security and risk management plans for the IT systems, manage IT planning to insure that IT is in step with the strategic direction of the firm, and management of emerging technologies in the firm’s IT infrastructure and systems.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
  • Function at the professional management level in his/her chosen field of information technology management.
  • Demonstrate effective written communication skills in an advanced information technology environment.
  • Perform critical analysis of complex information technology situations and offer and evaluate alternative solutions.
  • Apply information technology knowledge, concepts, and frameworks to dynamic business situations.
  • Lead and manage relevant information technology resources particularly in uncertain and global business environments.
  • Integrate, apply, and synthesize knowledge across the functional areas of information technology.
  • Demonstrate awareness of and work effectively in a diverse organization within an information technology environment.
  • Recognize, analyze, and confront ethical and social responsibility issues in information technology management.
**Required Program Core Courses** (24 Semester Credit Hours)

- ITM 524 Foundations of Information Technology Management 4
- ITM 525 Management of Information Technology in Organizations 4
- ITM 517 Information Security Overview for Managers and Policy Makers 4
- ITM 540 Database and Knowledge Base Management 4
- ITM 580 Strategic Planning for IT 4
- ITM 590 Integrated Project (Capstone Course) 4

**Program Core Special Instructions**

ITM 590 Integrated Project (Capstone Course) must be completed in your final session

**Required Concentration Elective Courses** (12 Semester Credit Hours)

Select 3 of the following:

- BUS 504 Contemporary Business Research Methodology 4
- ITM 515 Customer Relationship Management Technologies 4
- ITM 527 IT Security and Disaster Recovery Management 4
- ITM 530 Managing IT Systems Development in Context of Multiple Stakeholders’ Expectations 4
- ITM 533 IT Project, Logistics and Contract Management 4
- ITM 535 Business Intelligence, Data Mining, Data Warehousing, and Data Analysis 4
- ITM 537 Principles of Information Security Auditing and Digital Forensics 4
- ITM 538 Knowledge Management and Information Services 4
- ITM 545 Advanced Systems Analysis and Design 4
- ITM 547 Techniques of Data Mining and Related Analytical Procedures 4
- ITM 550 Network Planning and Administration 4
- ITM 555 Systems Engineering and Architecting the System 4
- ITM 560 IT Management for Specialized Technologies: E-Business, E-Learning, Human Resources, Customer Relationship Management 4
- ITM 570 Managing IT Change in an Environment of Emerging IT Technologies 4

**Total Degree Credit Hours Requirement** 36 Semester Credit Hours

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**Master of Science in Information Technology Management**

**IT BUSINESS INTELLIGENCE**

**Program Introduction**

The Masters in Information Technology Management prepares the graduate to manage IT systems development and implementation, plan and design IT architecture to support these networked systems, develop security and risk management plans for the IT systems, manage IT planning to insure that IT is in step with the strategic direction of the firm, and management of emerging technologies in the firm’s IT infrastructure and systems.

**Program Learning Outcomes**

Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional management level in his/her chosen field of information technology management.
• Demonstrate effective written communication skills in an advanced information technology environment.
• Perform critical analysis of complex information technology situations and offer and evaluate alternative solutions.
• Apply information technology knowledge, concepts, and frameworks to dynamic business situations.
• Lead and manage relevant information technology resources particularly in uncertain and global business environments.
• Integrate, apply, and synthesize knowledge across the functional areas of information technology.
• Demonstrate awareness of and work effectively in a diverse organization within an information technology environment.
• Recognize, analyze, and confront ethical and social responsibility issues in information technology management.

**Required Program Core Courses** (24 Semester Credit Hours)

ITM 524  Foundations of Information Technology Management  4
ITM 525  Management of Information Technology in Organizations  4
ITM 517  Information Security Overview for Managers and Policy Makers  4
ITM 540  Database and Knowledge-base Management  4
ITM 580  Strategic Planning for IT  4
ITM 590  Integrated Project (Capstone Course)  4

**Program Core Special Instructions**

ITM 590  Integrated Project (Capstone Course) must be completed in your final session  4

**Concentration Introduction**

The goal of the concentration in Business Intelligence is to provide information technology managers, and others holding a bachelor’s degree, the opportunity to master the advanced concepts and techniques which will enable them to apply the principles and best practices of business intelligence such as data mining, relational database design, data analytics, data warehousing, project management and other related applications. The emphasis is on the management practices for successful business intelligence application rather than the technical, detailed analytical tool side, and includes both the theoretical concepts and the application of these concepts to business intelligence practice. The concentration consists of a series of four courses designed to provide graduates with cutting-edge methods based on research confirmed in practice in all types of organizations and industries. An elective course provides students with an opportunity for a hands-on applied project utilizing business intelligence tools.

**Concentration Learning Outcomes**

• Function at the IT Management level in areas dealing with business intelligence.
• Demonstrate effective written communication in an advanced business intelligence environment.
• Perform critical analysis of complex situations within business intelligence systems and offer and evaluate alternative solutions.
• Apply IT management and technical knowledge, concepts, and frameworks to dynamic situations within business intelligence systems.
• Lead and manage relevant resources within business intelligence systems particularly in an uncertain global environment.
• Integrate, apply, and synthesize knowledge across the functional areas of IT organizations.
• Demonstrate awareness of and work effectively in a diverse organization which emphasizes business intelligence activities.
• Recognize, analyze, and confront ethical and social responsibility issues in the business intelligence field.

Required Concentration Core Courses (12 Semester Credit Hours)
BUS 504 Contemporary Business Research Methodology 4
ITM 535 Business Intelligence, Data Mining, Data Warehousing, Data Analysis 4
ITM 538 Knowledge Management & Information Services 4

Total Degree Credit Hour Requirement 36 Semester Credit Hours

Master of Science in Information Technology Management

INFORMATION SECURITY / ASSURANCE AND DIGITAL FORENSICS

Program Introduction
The Masters in Information Technology Management prepares the graduate to manage IT systems development and implementation, plan and design IT architecture to support these networked systems, develop security and risk management plans for the IT systems, manage IT planning to insure that IT is in step with the strategic direction of the firm, and management of emerging technologies in the firm’s IT infrastructure and systems.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:
• Function at the professional management level in his/her chosen field of information technology management.
• Demonstrate effective written communication skills in an advanced information technology environment.
• Perform critical analysis of complex information technology situations and offer and evaluate alternative solutions.
• Apply information technology knowledge, concepts, and frameworks to dynamic business situations.
• Lead and manage relevant information technology resources particularly in uncertain and global business environments.
• Integrate, apply, and synthesize knowledge across the functional areas of information technology.
• Demonstrate awareness of and work effectively in a diverse organization within an information technology environment.
• Recognize, analyze, and confront ethical and social responsibility issues in information technology management.

Required Program Core Courses (24 Semester Credit Hours)
ITM 524 Foundations of Information Technology Management 4
ITM 525 Management of Information Technology in Organizations 4
ITM 517 Information Security Overview for Managers and Policy Makers 4
ITM 540 Database and Knowledge Base Management 4
ITM 580 Strategic Planning for IT 4
Program Core Special Instructions
ITM 590 Integrated Project (Capstone Course) must be completed in your final session 4

Concentration Introduction
The goal of the concentration in Information Security is to provide professionals the opportunity to master the principles and best practices to better address the increasing global and local information security concerns. Because of the continuous advancements in information technologies, security risks have also increased. Public and private institutions wishing to maintain and improve their position in today’s digital economy have a great need for skilled IT security professionals. This concentration will prepare students for understanding, developing, managing and controlling security policies and standards aimed to protect the information assets of an organization and its users. The emphasis of this concentration is on policy issues, auditing and forensics that should be implemented for prevention, detection and mitigation of security attacks.

Concentration Learning Outcomes
- Function at the IT Management level in areas dealing with information security.
- Demonstrate effective written communication in an advanced information security environment.
- Perform critical analysis of complex situations dealing with information security in complex systems and offer and evaluate alternative solutions.
- Apply IT management and technical knowledge, concepts, and frameworks to dynamic situations which demand information security and assurance.
- Lead and manage relevant resources within the systems environment to address information security issues particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of IT organizations to improve information security and assurance.
- Demonstrate awareness of and work effectively in a diverse organization which emphasizes information security and assurance activities.
- Recognize, analyze, and confront ethical and social responsibility issues impacting information security and assurance.

Required Concentration Core Courses (12 Semester Credit Hours)
ITM 527 IT Security and Disaster Recovery Management 4
ITM 537 Principles of Information Security Auditing and Digital Forensics 4
ITM 550 Network Planning and Administration 4

Total Degree Credit Hour Requirement 36 Semester Credit Hours
Master of Science in Information Technology Management

IT Project Management

Program Introduction
The Masters in Information Technology Management prepares the graduate to manage IT systems development and implementation, plan and design IT architecture to support these networked systems, develop security and risk management plans for the IT systems, manage IT planning to insure that IT is in step with the strategic direction of the firm, and management of emerging technologies in the firm’s IT infrastructure and systems.

Program Learning Outcomes
Upon successful completion of their respective program option, graduates should be able to:

- Function at the professional management level in his/her chosen field of information technology management.
- Demonstrate effective written communication skills in an advanced information technology environment.
- Perform critical analysis of complex information technology situations and offer and evaluate alternative solutions.
- Apply information technology knowledge, concepts, and frameworks to dynamic business situations.
- Lead and manage relevant information technology resources particularly in uncertain and global business environments.
- Integrate, apply, and synthesize knowledge across the functional areas of information technology.
- Demonstrate awareness of and work effectively in a diverse organization within an information technology environment.
- Recognize, analyze, and confront ethical and social responsibility issues in information technology management.

Required Program Core Courses (24 Semester Credit Hours)

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<th>Course Title</th>
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<td>4</td>
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<td>4</td>
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<td>ITM 540</td>
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<tr>
<td>ITM 590</td>
<td>Integrated Project (Capstone Course)</td>
<td>4</td>
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</tbody>
</table>

Program Core Special Instructions
ITM 590 Integrated Project (Capstone Course) must be completed in your final session 4

Concentration Introduction
The goal of the concentration in IT Project Management is to provide IT professionals the opportunity to master the principles and best practices to better develop IT projects that are planned, negotiated, managed and completed in organizations. Because of the continuous advancements in information technologies and other tools, project management skills may be more formalized and more effectively utilized in organizations. Public and private institutions wishing to maintain and improve their position in today’s competitive global economy have a great need for skilled IT project management professionals who understand IT management and systems. This certification will prepare students for understanding,
developing, managing and controlling, deploying projects from those relatively small in scope and size to those which are massive in scope and size. The emphasis of this concentration is on both management skills and tools, and management awareness of information technologies and accounting/financing tools for cost control. The concentration consists of a series of four graduate-level credit courses designed to provide graduates with the project management principles and approaches confirmed in practice in all types of organizations and industries.

Concentration Learning Outcomes

• Function at the IT Management level in areas dealing with information security.
• Demonstrate effective written communication in an advanced information security environment.
• Perform critical analysis of complex situations dealing with information security in complex systems and offer and evaluate alternative solutions.
• Apply IT management and technical knowledge, concepts, and frameworks to dynamic situations which demand information security and assurance.
• Lead and manage relevant resources within the systems environment to address information security issues particularly in an uncertain global environment.
• Integrate, apply, and synthesize knowledge across the functional areas of IT organizations to improve information security and assurance.
• Demonstrate awareness of and work effectively in a diverse organization which emphasizes information security and assurance activities.
• Recognize, analyze, and confront ethical and social responsibility issues impacting information security and assurance.

Required Concentration Core Courses (12 Semester Credit Hours)

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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ITM 533</td>
<td>Project, Logistics, and Contract Management</td>
<td>4</td>
</tr>
<tr>
<td>ACC 504</td>
<td>Issues in Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ITM 530</td>
<td>Managing IT Systems in Context of Multiple Stakeholders’ Expectations</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Degree Credit Hour Requirement 36 Semester Credit Hours

Master of Science in Information Technology Management

IT Systems Analysis and Design

Program Introduction

The Masters in Information Technology Management prepares the graduate to manage IT systems development and implementation, plan and design IT architecture to support these networked systems, develop security and risk management plans for the IT systems, manage IT planning to insure that IT is in step with the strategic direction of the firm, and management of emerging technologies in the firm’s IT infrastructure and systems.

Program Learning Outcomes

Upon successful completion of their respective program option, graduates should be able to:

• Function at the professional management level in his/her chosen field of information technology management.
• Demonstrate effective written communication skills in an advanced information technology environment.
• Perform critical analysis of complex information technology situations and offer and evaluate alternative solutions.
• Apply information technology knowledge, concepts, and frameworks to dynamic business situations.
• Lead and manage relevant information technology resources particularly in uncertain and global business environments.
• Integrate, apply, and synthesize knowledge across the functional areas of information technology.
• Demonstrate awareness of and work effectively in a diverse organization within an information technology environment.
• Recognize, analyze, and confront ethical and social responsibility issues in information technology management.

**Required Program Core Courses** (24 Semester Credit Hours)

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<td>Integrated Project (Capstone Course)</td>
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</tbody>
</table>

**Program Core Special Instructions**

ITM 590 Integrated Project (Capstone Course) must be completed in your final session

**Concentration Introduction**

The Systems Analysis Concentration provides students the systems analysis and design skills to obtain an entry-level to mid-level management position in systems design for which our graduates are uniquely positioned by virtue of their academic training, work experience, and communication skills. Covered in this concentration are system development methodologies, project planning, project integration and assessment.

**Concentration Learning Outcomes**

• Manage team dynamics of IT development teams under the traditional systems development life cycle or agile development methodologies.
• Provide leadership in process systems and architecture analysis and design.
• Coordinate the flow of information for project development from organizational stakeholders.
• Manage projects to achieve time to completion and cost goals.
• Manage project to reduce risk of project failure and insure quality project deliverables.

**Required Concentration Core Courses** (12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 533</td>
<td>Project, Logistics, and Contract Management</td>
<td>4</td>
</tr>
<tr>
<td>ITM 545</td>
<td>Advanced Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>ITM 555</td>
<td>Systems Engineering and Architecting the System</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Degree Credit Hour Requirement** 36 Semester Credit Hours
Graduate Certificates

TUI offers stand-alone certificates to provide post baccalaureate graduate students expanded knowledge including the latest information and research available in a specific field of study. Certificates do not qualify for Title IV federal financial aid and must be applied for separate from any degree program or concentration.

Please refer to Policy regarding Dual Degrees/Concentrations/Certificates.

Adult Learning

Certificate Introduction
The Graduate Certificate in Adult Learning prepares practitioners to teach in higher education, professional education, corporate universities, training and development, government agencies, and community settings.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (16 Semester Credit Hours)
MAE 502 Psychological Foundation of Learning 4
MAE 520 Introduction to Adult Education 4
MAE 522 Curriculum Development in Adult Education 4
MAE 524 Adult Development and Learning 4

Total Certificate Credit Hour Requirements 16 Semester Credit hours

Business Intelligence

Certificate Introduction
The goal of the certificate in Business Intelligence is to provide information technology managers, and others holding a bachelor's degree, the opportunity to master the advanced concepts and techniques which will enable them to apply the principles and best practices of business intelligence such as data mining, relational database design, data analytics, data warehousing, project management and other related applications. The emphasis is on the management practices for successful business intelligence application rather than the technical, detailed analytical tool side, and includes both the theoretical concepts and the application of these concepts to business intelligence practice. The certificate consists of a series of three courses designed to provide graduates with cutting-edge methods based on research confirmed in practice in all types of organizations and industries. An elective course provides students with an opportunity for a hands-on applied project utilizing business intelligence tools.

Transfer Credit
No Credit Transfer Allowed
Required Certificate Courses (12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 504</td>
<td>Contemporary Business Research Methodology</td>
<td>4</td>
</tr>
<tr>
<td>ITM 535</td>
<td>Business Intelligence, Data Mining, Data Warehousing, Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ITM 540</td>
<td>Database and Knowledge Base Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Certificate Credit Hours 12 semester credit hours

Certificate Elective Course
Select 1 course from the following (4 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 533</td>
<td>Project, Logistics and Contract Management</td>
<td>4</td>
</tr>
<tr>
<td>ITM 538</td>
<td>Knowledge Management and Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ITM 515</td>
<td>Customer Relations Management Technologies</td>
<td>4</td>
</tr>
<tr>
<td>ITM 547</td>
<td>Techniques of Data Mining and Related Analytical Procedures</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

CLINICAL RESEARCH ADMINISTRATION

Certificate Introduction
The goal of the Graduate Certificate in Clinical Research Administration is to provide administrators and practitioners holding a bachelor's degree the opportunity to understand and apply the fundamental principles and requirements necessary to effectively manage the multifaceted aspects that encompass a clinical trial. Graduates from this program will participate in courses that are designed to reflect current industry practices, leadership techniques as well as ethical and legal perspectives involved in the administration of clinical research.

Transfer Credit No Credit Transfer Allowed

Required Certificate Courses (16 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRA 505</td>
<td>Clinical Research Industry</td>
<td>4</td>
</tr>
<tr>
<td>CRA 507</td>
<td>Clinical Research Regulations</td>
<td>4</td>
</tr>
<tr>
<td>CRA 550</td>
<td>Clinical Research Administration I</td>
<td>4</td>
</tr>
<tr>
<td>CRA 552</td>
<td>Clinical Research Administration II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

CONFLICT RESOLUTION MANAGEMENT

Certificate Introduction
Conflict is an inevitable part of our professional and personal lives. As conflict has an adverse effect on organizational goal attainment, there has been a growing need to understand the sources of conflict, and consequently manage it by applying the appropriate approach and strategy. All organizations across
all fields and industries share a common resource – people – who interact and perform under various and demanding conditions, and all potentially conducive to inter-personal and intra-organizational conflict. The goal of the Graduate Certificate in Conflict Resolution Management is to provide those professionals in business, health, or education, to master the advanced concepts and techniques of conflict resolution management: Unilateral, Bilateral, and Alternative Dispute Resolution (ADR) which will enable them to understand, overcome, and move beyond conflict. The certificate consists of a series of three graduate-level credit courses designed to provide graduates with knowledge and skills, and a capstone course oriented towards addressing most common real-life situations.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (16 Semester Credit Hours)
NCM 501 Foundations of Conflict Resolutions 4
NCM 511 Mediation and Arbitration 4
NCM 512 Negotiation Strategies 4
NCM 599 Capstone in Conflict Resolution Management 4

Certificate Special Instructions
NCM 599 Capstone in Conflict Resolution Management course should be taken only after all of the other courses are completed

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

E-LEARNING AND ONLINE TEACHING

Certificate Introduction
The certificate program is designed to earn graduate credits via online courses and meet your professional development goals to be certified as highly qualified in the area of e-learning instruction and training.

Students who complete this graduate certificate will demonstrate the knowledge and skills to effectively teach or train online and serve as professionals and leaders in distance learning initiatives. Courses in this program explore the potential of technology to enhance teaching and learning and provide understanding of the implications of technology-based learning.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (16 Semester Credit Hours)
MAE 502 Psychological Foundation of Learning 4
MAE 519 Foundation of E-Learning 4
MAE 521 Management of E-Learning programs 4
MAE 523 E-Learning Course Design and Curriculum Development 4

Total Certificate Credit Hour Requirement 16 Semester Credit Hours
EMERGENCY AND DISASTER MANAGEMENT

Certificate Introduction
The goal of the Graduate Certificate in Emergency and Disaster Management is to provide the theoretical and philosophical foundations in principles of risk assessment, emergency planning and methodology related to terrorism and disaster relief.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (12 Semester Credit Hours)
MHE 507 Bio - Terrorism 4
MHE 509 Emergency Planning and Methodology 4
MHE 511 Emergency Operations 4

Required Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
MHE 505 Issues of Terrorism 4
MHE 512 Disaster Relief 4
MHE 513 Risk Assessment and Epidemiology 4
MHE 516 Combating Terrorism 4

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

ENTREPRENEURSHIP

Certificate Introduction
The Graduate Certificate in Entrepreneurship has two goals. First, to provide individuals who anticipate starting their own business, and who have the basic foundation of a bachelor's degree, the opportunity to learn and apply the concepts and practical techniques which will enable them to succeed as entrepreneurs, regardless of their educational background or current job or position. The second goal is for those already in business, to raise their business to a higher level of practice, sales, and service to the community. The emphasis is on the practical application of academic theories and the experiences of successful entrepreneurs both in the U.S. and internationally in building their businesses considering the restrictions of limited resources, competition, and legal restraints.

The certificate consists of a series of four graduate-level credit courses designed to provide graduates with the latest information and research available in all functional and technical areas which has been confirmed by application in varied types and sizes of businesses in different industries.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (12 Semester Credit Hours)
FIN 509 Entrepreneurial Finance 4
MGT 503 Advanced Entrepreneurship 4
ECM 555 e-Entrepreneurship 4
Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
ACC 501  Accounting for Decision Makers  4
MGT 516  Legal Implications in Human Resource Management  4
MKT 501  Strategic Marketing  4
MGT 515  Customer Relations Management  4

Total Certificate Credit Hour Requirement  16 Semester Credit Hours

ENVIRONMENTAL HEALTH SCIENCES

Certificate Introduction
The Goal of the Graduate Certificate in Environmental Health Sciences is to provide students with the theoretical foundations and practical knowledge required by the environmental health profession. Environmental Health consists of those organized activities undertaken to protect and enhance the public's health through the recognition, assessment and control of environmental hazards with focus on biological, chemical and physical hazards. The two major aspects in an environmental health program are the prevention of disease and the protection and promotion of human well-being.

Transfer Credit  No Credit Transfer Allowed

Required Certificate Elective Courses (16 Semester Credit Hours)
Select 4 courses from the following:
MHS 523  Principles of Environmental Health  4
MHS 525  Food Protection  4
MHS 527  Water Quality  4
MHS 529  Housing  4
MHS 531  Vector Control  4
MHS 533  Wastewater Management  4
MHS 535  Noise Control  4
MHS 537  Industrial Hygiene and Occupational Health  4
MIH 527  Environmental Health Assessment  4

Total Certificate Credit Hour Requirement  16 Semester Credit Hours

FINANCE

Certificate Introduction
The goal of the Graduate Certificate in Finance is to provide both managers and individual investors holding a bachelor’s degree the opportunity to learn the tools and techniques to properly analyze investment opportunities and to manage financial resources. The focus will include not only individual and firm level investment decisions, but also provide the graduate with an understanding of the U.S. and international financial systems and how the current economic environment impacts both organizational and individual investment choices and opportunities. The certificate consists of a series of four
graduate-level courses which will provide the graduate a broad overview of investment analysis techniques and a solid understanding of the global financial system.

**Transfer Credit** No Credit Transfer Allowed

**Required Certificate Core Courses (12 Semester Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 502</td>
<td>International Finance</td>
<td>4</td>
</tr>
<tr>
<td>FIN 503</td>
<td>Monetary Policy and Financial Institutions</td>
<td>4</td>
</tr>
<tr>
<td>FIN 504</td>
<td>Investments and Portfolio Management</td>
<td>4</td>
</tr>
</tbody>
</table>

**Certificate Elective Courses (4 Semester Credit Hours)**

Select 1 course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 502</td>
<td>Strategic Cost Management</td>
<td>4</td>
</tr>
<tr>
<td>ACC 503</td>
<td>Federal Taxation &amp; Business Strategy</td>
<td>4</td>
</tr>
<tr>
<td>ACC 504</td>
<td>Issues in Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>FIN 509</td>
<td>Entrepreneurial Finance</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Certificate Credit Hour Requirement** 16 Semester Credit Hours

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**HEALTH CARE QUALITY ASSURANCE**

**Certificate Introduction**

The goal of the Graduate Certificate in Health Care Quality Assurance is to provide administrators and practitioners the opportunity to learn the tools and techniques used to achieve and ensure quality health care delivery in various health care establishments. The focus will be on presenting the analytical tools and techniques that will allow the health care administrator and professional to analyze, assess, and improve health outcomes, consumer satisfaction, accountability and the processes within the organization that ensure ongoing quality improvement. Special emphasis is given to preparing the organization to meet professional accreditation boards' standards.

**Transfer Credit** No Credit Transfer Allowed

**Required Certificate Core Courses (16 Semester Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHM 505</td>
<td>Introduction to Quality Assurance</td>
<td>4</td>
</tr>
<tr>
<td>MHM 507</td>
<td>Quality Assurance in Hospitals / Healthcare Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MHM 509</td>
<td>Quality Assurance in Managed Care</td>
<td>4</td>
</tr>
<tr>
<td>MHM 511</td>
<td>Quality Assurance in Long Term Care / Nursing Homes</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Certificate Credit Hour Requirement** 16 Semester Credit Hours
HEALTH EDUCATION

Certificate Introduction
The goal of the Health Education graduate certificate is to prepare individuals who hold a bachelor's degree the opportunity to acquire a theoretical and philosophical foundation in principles of health promotion, planning, assessment, and community health education.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (12 Semester Credit Hours)
- MHD 502 Health Through the Life Span 4
- MHD 504 Health Promotion, Program Planning, Design and Evaluation 4
- MHD 508 Health Behavior and Change 4

Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
- MHD 521 Perspectives in Community Health Education 4
- MHD 531 Aging & Health Education 4
- MHD 541 Mental Health & Society 4
- MHD 551 Teenage Pregnancy & Early Parenting 4
- MHD 561 Health Education Program Administration 4

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

HEALTH INFORMATICS

Certificate Introduction
The goal of the Graduate Certificate in Health Informatics is to provide knowledge and skills in the application of information technology in the provision of healthcare with particular emphasis on the acquisition, storage, retrieval and use of information to reduce cost, increase efficiency and enhance the overall quality of patient care. Graduates of the program will gain knowledge and skills useful in assuming additional healthcare information technology related responsibilities within various health care disciplines, assisting with implementation of new information technology systems, or pursuing new careers as managers or developers of healthcare related information systems.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (16 Semester Credit Hours)
Required Certificate Core Courses
- MHI 500 Introduction to Health Informatics 4
- MHI 502 Information Systems in the Delivery of Health Care 4
- MHI 504 Systems Analysis for Health Informatics 4
- MHI 508 Health Information Systems Security 4

Total Certificate Credit Hour Requirement 16 Semester Credit Hours
HUMAN RESOURCE MANAGEMENT

Certificate Introduction
The goal of the Graduate Certificate in Human Resource Management is to provide administrators and practitioners holding a bachelor's degree the opportunity to learn the tools and techniques used to achieve and ensure quality human resource services and administration. The focus will be on presenting the analytical tools and management techniques that will allow human resource administrators and professionals to analyze, assess, and improve human resource delivery, employer and employee satisfaction, accountability and the processes within the organization that ensure ongoing quality improvement. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with current industry practices, leadership and management techniques in analyzing, developing, and directing quality human resources in the workplace. This certificate program has been approved for 60 recertification credit hours toward the PHR and SPHR recertification through the Human Resource Certification Institute (HRCI). For more information about certification or recertification, please visit the HRCI homepage at www.hrci.org.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (12 Semester Credit Hours)
MGT 509 Human Resource Management 4
MGT 511 Advanced Topics in Human Resource Management 4
MGT 516 Legal Implications in Human Resource Management 4

Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
BUS 503 Organizational Change and Transformation 4
MGT 506 Strategic Leadership 4
NCM 501 Foundations of Conflict Resolution 4

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

INFORMATION SECURITY

Certificate Introduction
The goal of the Graduate Certificate in Information Security and Digital Assurance Management is to provide administrators and practitioners holding a bachelor's degree the opportunity to learn the tools and techniques used to achieve and ensure effective protection of information resources. The focus will be on presenting the technical and management tools that will allow human resource information security administrators to analyze, assess, incorporate and improve principles of information security in organizations to reduce security risks and comply with existing regulations. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with current technical, policy and managerial security practices, leadership and management techniques in analyzing, developing, and directing disaster recovery plans to protect organizational knowledge.

Transfer Credit
No Credit Transfer Allowed
Required Certificate Core Courses (12 Semester Credit Hours)
ITM 517 Information Security Overview for Managers and Policy Makers 4
ITM 527 IT Security and Disaster Recovery Management 4
ITM 537 Principles of Information Security Auditing and Digital Forensics 4

Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
ITM 525 Management of Information Technology in Organizations 4
ITM 530 Managing IT Systems Development in Context of Multiple Stakeholders' Expectations 4

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

INFORMATION SECURITY / ASSURANCE AND DIGITAL FORENSICS

Certificate Introduction
The goal of the Graduate Certificate in Information Security is to provide professionals the opportunity to master the principles and best practices to better address the increasing global and local information security concerns. Because of the continuous advancements in information technologies, security risks have also increased. Public and private institutions wishing to maintain and improve their position in today's digital economy have a great need for skilled IT security professionals. This certification will prepare students for understanding, developing, managing and controlling security policies and standards aimed to protect the information assets of an organization and its users. The emphasis of this certification is on policy issues, auditing and forensics that should be implemented for prevention, detection and mitigation of security attacks. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with the latest security principles and approaches confirmed in practice in all types of organizations and industries, including an elective course providing students with an opportunity to concentrate on a specific area of emphasis within which information security finds applications.

Required Certificate Core Courses (12 Semester Credit Hours)
ITM 517 Information Security Overview for Managers and Policy Makers 4
ITM 527 IT Security and Disaster Recovery Management 4
ITM 537 Principles of Information Security Auditing and Digital Forensics 4

Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
ITM 550 Network Planning and Administration 4
ITM 540 Database and Knowledge Base Management 4
ITM 570 Managing IT Change in an Environment of Emerging IT Technologies 4

Total Certificate Credit Hour Requirement 16 Semester Credit Hours
IT PROJECT MANAGEMENT

Certificate Introduction
The goal of the Graduate Certificate in IT Project Management is to provide IT professionals the opportunity to master the principles and best practices to better develop IT projects that are planned, negotiated, managed and completed in organizations. Because of the continuous advancements in information technologies and other tools, project management skills may be more formalized and more effectively utilized in organizations. Public and private institutions wishing to maintain and improve their position in today’s competitive global economy have a great need for skilled IT project management professionals who understand IT management and systems. This certification will prepare students for understanding, developing, managing and controlling, deploying projects from those relatively small in scope and size to those which are massive in scope and size. The emphasis of this certification is on both management skills and tools, and management awareness of information technologies and accounting/financing tools for cost control. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with the project management principles and approaches confirmed in practice in all types of organizations and industries. Three courses are required with an elective course which provides students with an opportunity to concentrate on a specific area of emphasis within the project management domain.

Required Certificate Core Courses (12 Semester Credit Hours)
ITM 533 Project, Logistics, and Contract Management 4
ACC 504 Issues in Managerial Accounting 4
ITM 530 Managing IT Systems in Context of Multiple Stakeholders’ Expectations 4

Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
ITM 570 Managing IT Change in an Environment of Emerging IT Technologies 4
NCM 512 Negotiation Strategies 4
NCM 501 Foundations of Conflict Resolution 4

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

INSTRUCTIONAL SYSTEMS SPECIALIST

Certificate Introduction
Courses in this certificate enable students to build knowledge and skill to be a specialist in the field of instruction. Course work includes the study of content in the following areas: learning theory, psychology of learning, and educational psychology. Study of learning theories includes the systematic design, development, and validation of instructional material.

Transfer Credit No Credit Transfer Allowed

Required Certificate Core Courses (24 Semester Credit Hours)
MAE 500 Current Issues in Technology and Learning 4
MAE 502 Psychological Foundation of Learning 4
MAE 503 Instructional Design Models 4
MAE 505  Curriculum Development Practicum  4
MAE 514  Infusing Technology into the Classroom  4
MAE 515  Assessment in Higher Education  4

Total Certificate Credit Hour Requirement  24 Semester Credit Hours (6 courses)

INTERNATIONAL BUSINESS

Certificate Introduction
The goal of the Graduate Certificate in International Business is to provide managers, executives, and leaders holding a bachelor's degree the opportunity to master advanced concepts and techniques in international business to enable them to manage and lead organizations in the global economy. The focus is on presenting analytical tools and management techniques that will allow business professionals to analyze complex situations in international business and evaluate alternative solutions. It will enable them to apply business knowledge, concepts, and frameworks to dynamic situations in international business. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with the latest information and cutting-edge methods, based on research confirmed in practice, in all types of international organizations and industries.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (12 Semester Credit Hours)
FIN 502  International Finance  4
MKT 502  International Marketing  4
LOG 502  Managing the Global Logistics Chain  4

Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
ETH501  Business Ethics  4
MGT 506  Strategic Leadership  4

Total Certificate Credit Hour Requirement  16 Semester Credit Hours

MANAGERIAL ACCOUNTING

Certificate Introduction
The goal of the Graduate Certificate in Managerial Accounting is to provide managers, executives, and leaders holding a bachelor's degree the opportunity to master advanced concepts and techniques in managerial accounting to enable them to manage and lead organizations in the global economy. The focus is on presenting analytical tools and management techniques that will allow business professionals to analyze complex situations in managerial accounting and evaluate alternative solutions. It will enable them to apply business knowledge, concepts, and frameworks to dynamic situations in managerial accounting. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with the latest information and cutting-edge methods, based on research confirmed in practice, in all types of organizations and industries relative to managerial accounting.
Transfer Credit  No Credit Transfer Allowed

Required Certificate Core Courses (16 Semester Credit Hours)
ACC 501  Accounting for Decision Makers  4
ACC 502  Strategic Cost Management  4
ACC 503  Federal Taxation & Business Strategy  4
ACC 504  Issues in Managerial  4

Total Certificate Credit Hour Requirement  16 Semester Credit Hours

PROJECT MANAGEMENT

Certificate Introduction
The goal of the Graduate Certificate in Project Management is to provide professionals the opportunity to master the principles and best practices to better address the increasing global and projects that are planned, negotiated, managed and completed. Because of the continuous advancements in information technologies and other tools, project management skills may be more formalized and more effectively utilized in organizations. Public and private institutions wishing to maintain and improve their position in today's competitive global economy have a great need for skilled project management professionals. This certification will prepare students for understanding, developing, managing and controlling, deploying projects from those relatively small in scope and size to those which are massive in scope and size. The emphasis of this certification is on both management skills and tools, and awareness of information technologies and accounting/financing tools for cost control. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with the project management principles and approaches confirmed in practice in all types of organizations and industries. Three courses are required with an elective course which provides students with an opportunity to concentrate on a specific area of emphasis within the project management domain.

Transfer Credit  No Credit Transfer Allowed

Required Certificate Core Courses (12 Semester Credit Hours)
PRM 501  Foundations of Project Management  4
ACC 504  Issues in Managerial Accounting  4
ITM 533  IT Project, Logistics, and Contract Management  4

Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
MGT 508  Leadership in Teams  4
BUS 503  Organizational Change & Transformation  4
MGT 506  Strategic Leadership  4
NCM 512  Negotiation Strategies  4

Total Certificate Credit Hour Requirement  16 Semester Credit Hours
QUALITY MANAGEMENT WITH SIX-SIGMA BLACK BELT

Certificate Introduction
The goal of the Graduate Certificate Quality Management is to provide administrators and practitioners holding a bachelor’s degree the opportunity to learn the tools and techniques used to achieve and ensure high levels of quality management. The focus will be on presenting the technical and management tools that will allow quality management administrators to analyze, assess, incorporate and improve areas of the organization from a quality perspective. The certificate consists of a series of four graduate-level credit courses designed to provide students with current technical, policy and managerial quality practices, leadership, and management techniques in analyzing, developing, and implementing high quality management programs. The final course, QMT599, is an integrative project and provides students with the ability to integrate and achieve high quality management tools and procedures and qualify them for the Six Sigma Black Belt designation.

Transfer Credit
No Credit Transfer Allowed

Required Certificate Core Courses (16 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>QMT 501</td>
<td>Introduction to Quality Management &amp; Six Sigma</td>
<td>4</td>
</tr>
<tr>
<td>QMT 503</td>
<td>Statistical Methods for Six Sigma and Quality</td>
<td>4</td>
</tr>
<tr>
<td>QMT 509</td>
<td>Advanced Design and Analysis Methods for Quality Assessment</td>
<td>4</td>
</tr>
<tr>
<td>QMT 599</td>
<td>Integrative Six-Sigma Black Belt Quality Management Project</td>
<td>4</td>
</tr>
</tbody>
</table>

Certificate Special Instructions
QMT 599 Capstone in Quality Management course should be taken only after all of the other courses are completed.

Total Certificate Credit Hour Requirement 16 Semester Credit Hours

STRATEGIC LEADERSHIP

Certificate Introduction
The goal of the Graduate Certificate in Strategic Leadership is to provide supervisors, managers, executives, and leader practitioners at all levels holding a bachelor’s degree the opportunity to master the advanced concepts and techniques which will enable them to provide superior leadership in all types of organizations and at all levels regardless of their individual specialties in management or the professions. The emphasis is on the strategic rather than the tactical, and includes both the theoretical foundation as well as the application of these theories to real world situations. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with cutting-edge methods based on research confirmed in practice in all types of organizations and industries.

Transfer Credit No Credit Transfer Allowed

Required Certificate Core Courses (12 Semester Credit Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 506</td>
<td>Strategic Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGT 508</td>
<td>Leadership in Teams</td>
<td>4</td>
</tr>
<tr>
<td>MGT 501</td>
<td>Management of Organizational Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>
Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
BUS 503  Organizational Change & Transformation  4
ETH 501  Business Ethics  4
NCM 512  Negotiation Strategies  4

Total Certificate Credit Hour Requirement  16 Semester Credit Hours

**SUPPLY CHAIN MANAGEMENT**

Certificate Introduction
The goal of the Graduate Certificate in Supply Chain Management is to provide supervisors, managers, executives, and logistics professionals at all levels holding a bachelor's degree the opportunity to learn the tools and techniques used to achieve and ensure quality supply chain and logistics systems management. The focus is on presenting the analytical tools and management techniques that will allow logistics professionals to analyze, assess, and improve the efficiency of the supply chain and logistics processes within an organization. The certificate consists of a series of four graduate-level credit courses designed to provide graduates with the latest information and research available in supply chain management confirmed in practice in all types of organizations and industries.

Transfer Credit  No Credit Transfer Allowed

Required Certificate Core Courses (12 Semester Credit Hours)
LOG 501  Managing the Supply Chain  4
LOG 502  Managing the Global Logistics Chain  4
LOG 503  Managing Logistics Operations  4

Certificate Elective Courses (4 Semester Credit Hours)
Select 1 course from the following:
ITM 501  Management Information Systems and Business Strategy  4
MGT 501  Management and Organizational Behavior  4
OPM 500  Operation Management for Managers  4

Total Certificate Credit Hour Requirement  16 Semester Credit Hours

**TECHNOLOGY AND LEARNING**

Certificate Introduction
Courses in this certificate explore the potential of technology to enhance teaching and learning in the classroom. The courses provide understanding of the implications of technology-based learning for curriculum design, student’s learning, transformative pedagogy, and teachers' professional growth.

Transfer Credit  No Credit Transfer Allowed
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MAE 500</td>
<td>Current Issues in Technology and Learning</td>
<td>4</td>
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<tr>
<td>MAE 512</td>
<td>Constructing and Maintaining a Web Site</td>
<td>4</td>
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<tr>
<td>MAE 514</td>
<td>Infusing Technology into the Classroom</td>
<td>4</td>
</tr>
<tr>
<td>MAE 516</td>
<td>Case Study: Putting Policy into Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Certificate Credit Hour Requirement**  
16 Semester Credit Hours
Course Descriptions

ACC 201 Financial Accounting A review of financial statements prepared for users outside of the organization. This course examines these statements from the perspective of the user of the statements rather than from the perspective of the preparer. The basic concepts and conventions of financial statements will be studied with a review of International Accounting Standards.

ACC 202 Managerial Accounting A survey of financial information for internal decision making for organizations of all types. This course examines the sources and relevance of traditional financial information that is used in internal decision making. Special emphasis will be given to the contribution margin approach to decision making.

ACC 301 Intermediate Accounting This course provides a working knowledge of businesses financial information by gaining an understanding of asset, liability, and equity valuation and income determination through analysis of the financial statements generated by the accounting process.

ACC 310 Managerial Cost Analysis This course is a study of the practical use of the analytical tools applied to financial information used by management for decision-making.

ACC 403 Principles of Accounting This course is a survey of the traditional areas of financial and managerial accounting. The emphasis is on the use of financial information in decision making. The course begins with a review of financial statements published under generally accepted accounting principles. The limitations of these statements are emphasized with suggested adjustments to overcome those limitations. The majority of the course focuses on the contribution margin approach to decision making. Additional topics include relevant costs, allocation of costs and performance evaluation.

ACC 410 Tax Accounting This course is designed to be a comprehensive study that will develop a working knowledge of individual federal income taxation. Some discussion of the administrative law relevant to the IRC (Internal Revenue Code) will be covered.

ACC 411 Governmental and Institutional Accounting Introduces accounting for governmental and not-for-profit organizations. The objective of the course is to develop a thorough understanding of the standards which govern the accounting and reporting for these organizations. The internal controls of the information systems used to compile the financial statements will be reviewed.

ACC 412 Governmental Environment Develop an understanding of the branches of government, the separation of authorities, and the budget process. The role of taxation within the three levels of government (i.e. state, federal, local) will also be addressed.

ACC 413 Governmental Financial Management and Control The purpose of this course is to help you learn more about federal, state, and local government activities related to financial management and control. This includes developing a basic understanding of public sector financial statements and learning about the internal control processes used in governmental organizations, which help to enable reliable financial and performance reporting. The course also focuses on the role of audits in improving the efficiency and effectiveness of public sector financial management, and in helping ensure compliance with important laws and regulations related to specific topics. Overall, this course will enable you to gain a better understanding of performance measurement and financial and managerial analysis within the public sector.

ACC 420 Internal Auditing This course covers both the concepts that are necessary to understand internal auditing as well as the steps to conduct internal audit engagement. The first 4 modules introduce the fundamental internal audit concepts that internal auditors need to know, including the IPPF framework, governance and internal control, business processes, risks, and risk management, and managing the internal audit function. The last module focuses on the steps necessary to plan, perform, and communicate results of assurance and consulting engagements.
ACC 490  Capstone Course In Management Accounting Under the direction of their professor, students will complete a comprehensive project in Management Accounting. The purpose of the project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate level learning obtained in the Management Accounting concentration.

ACC 491  Capstone Course In Governmental Accounting Under the direction of their professor, students will complete a comprehensive project in Governmental Accounting. The purpose of the project will be to demonstrate the students' ability to evaluate, assess, and synthesize the undergraduate level learning obtained in the Governmental Accounting concentration.

ACC 501  Accounting for Decision Making This course explores the basic principles and techniques for using accounting information to make decisions. It starts with a brief overview of financial accounting, related global trends, and ethics. Next, it introduces common managerial accounting topics such as variable costing, break-even analysis, product costing, and transfer pricing. Financial analysis, research, and applications are used to illustrate the concepts covered.

ACC 502  Strategic Cost Management The objective of this course is to develop an understanding of the cost management tools used by managers in organizations to support organizational strategy. These tools include budget analysis, decision making frameworks, management control systems, and performance measures. By quantifying the level of success, these tools help management monitor and evaluate the performance of the strategies implemented in the organization.

ACC 503  Federal Taxation and Business Strategy A comprehensive study of the federal income tax structure as related to business (i.e. partnerships and corporations) including problems intended to provide a thorough understanding of the law. Attention is also directed to the determination of the tax liability of corporations.

ACC 504  Issues in Managerial Accounting This course focuses on key issues for management and management accountants to deal with in the 21st century. Topics include costing and accounting for projects, risk assessment and measurement, relevant budgeting techniques, performance monitoring and evaluation and cost accounting systems assessment and relevance.

ACC 601  Financial/Managerial/Behavioral Accounting This course will focus on empirical financial, managerial and behavioral accounting research. The source for course readings and assignments is current peer-reviewed academic journals. The emphasis will be on accounting policy, both internal and external to the firm, and organizational and human decision making aspects of accounting research in organizations.

ANT 250 I  Anatomy and Physiology I This course deals with the Basic principles of anatomical structure and physiological processes of human organ systems. The course introduces the learner to the structure and function of the human body with particular emphasis on mechanisms of homeostasis. This course focuses on chemical, cellular, and tissue levels of organization, the integumentary system, skeletal system, muscular system, central and peripheral nervous systems, organs of sense and concludes with the endocrine system.

ANT 250 I L  Anatomy and Physiology I L The course introduces the learner to the structure and function of the human body. Students complete assignments related to the structural and functional aspects of anatomy and physiology for the integumentary system, the skeletal system, the muscular system, the central and peripheral nervous systems, organs of sense, and the endocrine system. This course also provides the learner with laboratory experiences in human dissection using a virtual cadaver.

ANT 250 II  Anatomy and Physiology II This course introduces the learner to the structure and function of the human body with particular emphasis on mechanisms of homeostasis. This course focuses on the cardiovascular system, the immune system and related structures, respiratory system, digestive system, metabolism, urinary system, mechanisms of fluid, electrolyte, and acid-base balance and concludes with a study of the human reproductive system and examination of genetics.
ANT 250 II L  Anatomy and Physiology II L In this course the student completes assignments related to the structural and functional aspects of anatomy and physiology of the cardiovascular system, the immune system and related structures, the respiratory system, the digestive system, metabolism, urinary system, mechanisms of fluid, electrolyte, and acid-base balance, and the human reproductive system. This course also provides the learner with laboratory experiences in human dissection using a virtual cadaver.

ART 101  Art History This course traces the development of art from the early renaissance to the present time. Painting, sculpture, and architecture will all be explored. Special attention will be paid to the role art plays in society and how it can be used as a tool for historical analysis and a vehicle for better understanding the social conditions of the people at that time.

BHE 302  Introduction to Health Education The history of health education and contemporary issues in health education are discussed. The 7 areas of responsibility for health educators are presented, and their use in relation to program planning is outlined.

BHE 310  Health Promotion, Disease Prevention Health Promotion, Disease Prevention An overview of the history of health promotion and disease prevention is presented, with a focus on Healthy People 2020 and the nation’s leading health indicators. Settings, strategies, and model programs for promoting health are discussed.

BHE 314  Environmental Health and Safety Assessment of health and safety issues in the home and community from a life cycle perspective. The role of the multi-sectorial team and the relationship between health, disease and society is explored. Risk and resilience are discussed as they apply to individuals and communities. Implications for family teaching and community health programs are included.

BHE 324  Principles of Teaching/Client Groups Strategies and methods of teaching must be adapted to meet the needs of clients, communities, and populations by taking into consideration individual, cultural, and social factors that influence learning and health behaviors. Theories and principles that support the design and delivery of effective health education are explored. Development of teaching plans and assessment of educational effectiveness are included.

BHE 400  Principles of Epidemiology The course introduces the basic principles used to study the distribution and determining factors of disease, injuries, and death in human populations. Nature, transmission and control/prevention of infectious diseases are presented from a public health perspective. Characteristics, risk and prevention of non-infectious diseases are also discussed. Implications for health education are included.

BHE 411  Human Nutrition Fundamentals of normal nutrition, carbohydrates, proteins, fats, vitamins, minerals and their roles in human metabolism as well as nutrition and the life cycle are presented and explored.

BHE 415  Community and Domestic Violence Exploration of violence in the society with focus at the community level and on families and individuals. Spousal, elder and child abuse and high-risk youth, gangs, etc. are addressed, including psychosocial etiologies and interventions.

BHE 418  Health Behavior Focuses on the bio psychological aspects of health and illness. This is a survey course and it emphasizes contemporary health problems as related to lifestyle choices.

BHE 499  Senior Capstone Project The capstone in health education course represents a culmination of prior learning and demonstrates synthesis, integration and application of previously acquired knowledge from prior coursework. Each student submits a comprehensive, scholarly project paper in the form of a proposal for a health promotion/health education/disease prevention program and gives a presentation via PowerPoint with speaker notes and narration.

BHE 499  Management of Health Programs This course deals with organizational structures and strategies of health care organizations. The course focuses on optimization of structures to maximize effectiveness and efficiency. The course includes topics of team development, cooperation, conflict, leadership, power and so on.
BHM 324  Human Resources Management  Focus on a variety of personnel issues facing human resource managers in the health care administration area. The course deals with labor laws, recruitment, selection, training and development of employees, performance, evaluation and legal issues related to human resources.

BHM 411  Issues in Long Term Care  This course will identify and explore the issues impacting delivery of long-term care in the United States. The dimensions of long-term care as well as the methods of financing will be explored.

BHM 415  Topics in Health Care Policy  This course identifies and explores challenges to affordable quality health care. Medicare and Medicaid regulations including policies addressing the medically indigent will be discussed. The course also prepares the student to examine the impact of tort reform legislation as well as genetic privacy legislation.

BHM 443  Legal Aspects of Health Care  In this course, students explore the relationship between law and health care. Legal rights and duties of patients and providers of health services are discussed. Topics include: hospital liability, hospital-physician relationships, patients’ right and informed consent, privacy and confidentiality, malpractice, negligence and "the right to die".

BHM 496  Occupational Health and Safety  This course addresses the importance of protecting the worker in the workplace and explores the scope of the problem of occupational diseases and injuries in the community. Explores different theoretical models of injury causation and presents various approaches to controlling hazards in the workplace.

BHS 312  Principles of Management  The purpose of this course is to explore contemporary knowledge in management designed to develop and to improve managerial skills. The course focuses on three broad tasks of management: managing strategy, managing structure and managing people. Students will develop skills in strategic planning, operational design, and using change as a positive force. While students may choose not to enter the ranks of management, everyone is impacted by managerial decisions, whether at work, through government, or in social organizations. A better understanding of managerial tasks and processes can benefit all organizational participants, managerial and non-managerial alike. Mastery of these skills will be demonstrated by the student through the completion of session-long application project.

BHS 365  Ethics in Health Care  Explores the foundations of the health care profession from an ethical perspective. Investigates current ethical issues and applies ethical theories and principles to the resolution of ethical dilemmas. Promotes currency and excellence in professional practice and fosters moral/ethical decision making. Topics covered include privacy and confidentiality, reproductive rights, medical futility and allocation of scarce resources, and end-of-life decision making.


BHS 411  Issues of Terrorism  This course examines the history and types of terrorism, various terrorist groups, and issues of terrorism as they relate to the planners and responders at the local level. Concepts of planning for a terrorist incident are presented with an emphasis on the integration of emergency operation plans.

BHS 412  Disaster Relief  The course provides the student with an understanding of the mission and operations of Relief organizations. The relationship between local, state, federal disaster relief operations are presented and discussed. In addition, International relief organizations and their operations and management structure are discussed. The students will be able to plan and organize and implement a relief effort using an existing plan and how it is implemented in disaster response and recovery operations. Disaster relief assessment methods and tools for estimating disaster response and recovery needs are presented with an emphasis on protection of the public's health.
BHS 413 Survey of Emergency and Disaster Management Examines the multi-faceted issues of developing, planning, organizing, and managing disaster programs at the local level. The core components of a disaster program will be included: hazard and vulnerability analysis, mitigation and prevention, preparedness, response, and recovery.

BHS 414 Cross-Cultural Health Perspectives Explores the role of culture in defining health, illness, and disability and in shaping health behavior. Cross-cultural health beliefs and practices are considered within the context of both Western and non-Western medical paradigms. Traditional healing practices are examined vis-à-vis biomedicine.

BHS 417 Emergency Planning and Operation The course deals with the four core methodologies involved in emergency preparedness and response: Emergency Contingency Planning, Emergency Operation Planning, Incident Action Planning and Demobilization Planning. - The before, during and after phases of emergency planning and management. The course emphasizes the importance of political, interagency and multi-jurisdictional issues as well as incident stress. Emergency Operations examines the roles of fire, police, emergency medical services and other public agencies and volunteer groups like the Red Cross in emergency situations and disasters. The course focuses on the fundamental operational principles involved in emergency and disaster management, identifying the problems most typically encountered in the field and developing effective responses.

BHS 419 Risk Assessment Environmental risk assessments are a tool to determine if contaminant releases, either current or future, pose unacceptable risk to human health or the environment. They are performed under Superfund regulations to support decision-makers in the selection of the cost-effective, risk-reducing cleanup decisions. In addition, risk assessments evaluate disposal criteria for landfills and the allowable emissions from process equipment. The guidance for risk assessment is provided by federal and state agencies. In this course, the focus will be on the methods established by the US EPA to calculate the risk posed to human health under Superfund and other federal regulations. In addition, the fundamentals of management of risks will be presented.

BHS 420 Quantitative Reasoning All steps of the research process are explored. The elements to consider in assessing the quality of a research study are addressed. The posing of a research question and the development of a literature search strategy are emphasized. Research studies in health will be analyzed.

BHS 427 Health Care Finance Concepts of health care supply and demand, and resource allocation in view of political constraints and various markets. Health service pricing, policy, quality and cost of health care will be discussed.

BHS 432 Vector Control This course focuses on the fundamentals of controlling insect and rodent disease vectors in the community. The history of vector borne diseases such as the “Black Plague” and the importance of controlling them are discussed. Descriptions and characteristics of the important disease vectors, such as mosquitoes, rats, mice, cockroaches, etc., are covered in depth. Methods used to control various disease vectors and information of developing a community-based vector control program are also presented.

BHS 433 Water Quality This course covers the parameters of water quality for water found in natural settings such as surface waters and ground water, as well as water used for drinking water purposes. Laws and regulations for the protection of water sources and the treatment of water for human consumption are presented. Human health aspects of water contamination are covered. Water treatment and other water quality management tools are discussed.

BHS 434 Industrial Hygiene and Occupational Health This course covers the fundamental theory, principles and practices of industrial hygiene and occupational health. The recognition of chemical, physical and biological hazards, in occupational settings is discussed. Laws and regulations governing the protection of the worker and their families from occupational health hazards are also presented.
BHS 435  Housing  This course focuses on the basic principles of healthy housing. Public health problems related to housing conditions such as vector borne diseases, indoor air pollution, molds, toxic materials, and lead. The principle function and structure of a house will be studied. Rural water supplies, water quality, and on-site wastewater treatment is also discussed. The relationship of electrical, plumbing, environmental barriers, heating and air conditioning, and ventilation systems to the health of occupants is also discussed.

BHS 436  Food Protection  This course presents the key principles of food protection and provides an understanding of food protection regulations. Current trends and issues in food protection and safety are also discussed. Foodborne illnesses and measures that must be taken to prevent them are covered in depth. Food protection problems associated with food workers, control of foodborne pathogens and sources of chemical and physical hazards are also presented.

BHS 438  Hazardous Materials  This course covers the types of materials that are considered to be hazardous by virtue of the threat to human health and safety, and/or property when handled, stored or transported. Methods of hazardous waste remediation are presented in the course. Requirements for compliance with Federal and State regulations, such as the Resource Conservation and Recovery Act (RCRA), and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), are also discussed.

BHS 439  Wastewater Management  This course covers the treatment and disposal of wastewater from community and industrial sources. Parameters for measuring the effectiveness of the wastewater treatment process for municipal and private onsite subsurface systems are presented. Methods of wastewater treatment used in municipal and small water systems will also be discussed, including primary, secondary and tertiary treatment. Laws and regulations governing wastewater treatment, disposal of sludge and the discharge of the treated wastewater effluent is also discussed.

BHS 440  Entomology/Pest Control  This course addresses the basics of entomology and pest management. The course gives a general overview of the Class Insecta and focuses on orders of public health significance. Characteristics of the orders are presented including control measures for the orders of public health significance. Class Arachnida which includes spiders will also be discussed.

BHS 442  Demography and Health  This course introduces the fundamentals of population structure and change and their measurements, determinants, and consequences, primarily in relation to health and disease. Fertility, mortality, morbidity, and migration statistics are addressed. Sources and use of key data are included.

BHS 450  Health Care Delivery Systems  Survey of the health care delivery system in the United States. Focus will be placed on standards of evaluation, managed care, Medicare and Medicaid, and health care reform initiatives. Implications for the health care provider and professional practice, and for individuals, families and communities are included.

BHS 490  Senior Capstone Project  Guided development of an individual project in environmental health that reflects synthesis, integration and application of previously acquired knowledge. Each student submits a comprehensive and scholarly project paper.

BHS 499  Senior Capstone Project  This capstone course comprises the guided development of an individual project that reflects synthesis, integration and application of previously acquired knowledge. Each student will address a healthcare management problem and will develop a comprehensive, scholarly project.

BIO 101  Introductory Biology  This course is a systematic introduction to the fundamentals of biology, beginning at the level of organic molecules and culminating at the level of complex ecosystems containing many interdependent plants and animals. We begin with a study of biologically important molecules, such as enzymes, and their functions in cells. Next, we study the structures and functions of cells are studied; those basic functions include respiration, metabolism, and reproduction. Moving upwards through levels of complexity, we study the characteristics of multicellular organisms, their major structures, and the ways in which they are classified in taxonomic systems. The course concludes with an examination of the molecular and cellular bases of Mendelian heredity, Darwinian evolution and the principle of natural selection, and the relationships among organisms in complex ecosystems.
BSC 303  **Speech/Communication in Health** The purpose of this course is to develop student skills for effective communication in the health professional settings. Effective methods of verbal, nonverbal and written communication will be introduced. Consideration will be given to the effect of information technology on organizational communication, and issues relating to intercultural communication.

BUS 205  **Business Law** An introduction to the law as it relates to business transactions including the law of contracts, agency and employment, the law of sales, the Uniform Commercial Code, consumer law, commercial papers, partnerships, corporations, antitrust, labor, environmental, secured transactions, bankruptcy, insurance and administrative law.

BUS 303  **Business Communication** The purpose of this course is to develop student skills for effective communication in business and professional settings. Effective methods of verbal, nonverbal and written communication will be introduced. Consideration will be given to the effect of information technology on organizational communication and issues relating to intercultural communication.

BUS 305  **Competitive Analysis and Business Cycles** This course combines the study of the economic behavior of individual or organizational decision making with national and international fiscal, monetary, and banking policies. Special emphasis is given to the international and e-commerce aspects of these subjects.

BUS 306  **Quantitative Reasoning** Students will review basic algebraic techniques and their application to real world situations. Topics include mathematical expressions and operations, set theory, functions, and systems of equations. In addition, students will be introduced to descriptive statistics with a review of measures of central tendency, basic probability theory, and regression analysis.

BUS 401  **International Business** The purpose of this course is to become knowledgeable in issues of international management and to become prepared to manage in the current globalized business environment. Students will become grounded in global marketing, strategy, human resource management, and finance. They will also become familiar with the international cultural environment. Students will demonstrate mastery through case assignments and a session-long project.

BUS 499  **BSBA Integrative Project** Under the direction of their Professor, students in this class will design, develop, and complete a comprehensive project which integrates their studies in the BSBA curriculum. The purpose of this project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate-level learning obtained in the Bachelor of Business Administration degree program. This course is open only to students in that program and must be taken during the student's final session in the program.

BUS 503  **Organization Change and Transformation** Organizational change and transformation involves the study and implementation of processes that fundamentally reorient “the way things are done around here” within organizations. This course focuses especially on transformative change that dramatically affects the entire organization. Theoretical models of organizational change are introduced. Students then apply these theories and models to real world problems through case studies and threaded discussions, drawing upon tools and processes for diagnosing, implementing, and managing organizational change. Mastery of the material in this course will be demonstrated by the student through the completion of a session-long application project.

BUS 504  **Contemporary Business Research Methodology** This course introduces the student to research methods applicable to business and management. The course emphasizes quantitative (numerically based) methods, but discusses other approaches as well. The subjects taught are applicable to both the Integrative Project and the Ph.D. Dissertation. The course includes such topics as: problem definition; the nature of data; formulation of hypothesis; research methodologies; design and development; instrument design; and sampling strategies. Data description and basic hypothesis testing are also introduced and students have the option to explore either quantitative or qualitative strategies for data. The importance of effective data displays and the need for clear presentation of research results are also set forth.
BUS 510  Introduction to Academic Research  This course introduces the student to the practice of academic research and the differences between masters-level and doctoral-level coursework and research. Topics covered include academic norms and expectations, the role of theory in model building, the nature of academic literature and the process of literature search, theory evaluation and model testing, the practice of academic research, and the nature of the academic job market. Students will explore these issues in a series of exercises that provide practice in academic expression, as well as develop necessary content.

BUS 599  MBA Integrative Project  This capstone course for the MBA program integrates the essential learning from the core disciplines in the degree. Students will complete a full organizational diagnosis from systems theory perspective. The course also includes a business simulation to analyze company performance and develop a strategy to improve profitability.

CAP 599  Integrative Capstone Course in Health Care and Business Management  This course is the capstone course of the Dual Degree in Master of Science in Health Sciences-Health Care Management and the MBA, and as such is based on the required core courses of both degree programs. The culminating experience entails synthesis and integration of all previously learnt materials from both disciplines, but is focused on implementation to and within a real-world healthcare (service oriented) - business management setting. Students will prepare an integrated and comprehensive final paper.

CHS 200  Critical Thinking for Health Care Professionals  The purpose of this course is to help the health sciences student learn to use evaluative frameworks and develop a set of critical attitudes and reasoning skills. The student will learn how asking critical questions can move him/her forward in evaluating the information and arguments encountered and in arriving at his/her own opinions and decisions. The course will help the student become more conscious about thinking, reasoning, problem solving and the literacy abilities needed for academic and career success in the health professions. Course assignments emphasize the development of critical thinking skills, written communication skills, self-awareness, and professional values that are fundamental to the profession.

CHS 202  Health and Society  The purpose of this course is to examine key issues and health conditions confronted by society. Issues to be explored include nutrition and exercise, children’s health, communicable diseases, mental health, and environmental health. Health interventions will be addressed in a social context from a multidisciplinary standpoint.

CJA 280  Criminal Justice Principles  This course examines the history of criminology. Examines various schools of thought. Focus is on social psychology, linguistic, critical legal studies. Issues such as the insanity defense, plea bargaining and the death penalty will be explored.

CJA 301  Criminology and Public Policy  Blending theory and practice, this course examines some of the most controversial issues in criminology from a conceptual perspective. Classical and contemporary sources, from Aristotle, Kant, and Mill, to modern schools of criminology - social-psychology, linguistic, critical legal studies, and more - will be used to shed light on such issues as the insanity defense, plea bargaining, freedom of expression, and the death penalty.

CJA 302  Criminal Justice Systems  This course examines the internal and external structures, functions, and activities of the criminal justice system. Attempting to understand how criminal justice administration operates as a system, and how these organizations interact with the larger social and political systems, we will get to know how people work both within and between these systems.

CJA 401  Criminal Justice Administration  In some sense, criminal justice organization is no different from managing any other organization. But in some sense, this is not so bad. To what extent is criminal justice administration different from administering other organizations? This course attempts to answer that question by looking at the peculiarities of criminal justice administration in terms of management techniques, leadership, organizational design, organizational behavior, marketing, finance, and other functional areas of business administration.
CJA 490  Capstone in Criminal Justice Administration Under the direction of their professor, students will complete a comprehensive project in Criminal Justice Administration. The purpose of the project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate level learning obtained in the Criminal Justice Administration concentration.

CJA 501  Criminal Justice Systems This course examines the criminal justice system in terms of both its endogenous and exogenous structures and functions. We will also be looking at organizational behavior, and how people operate both within the criminal justice system itself and as intermediaries between the criminal justice system and the larger social and political sphere. We will come to understand the criminal justice system and its role in society both from a structural/functional perspective and the standpoint of the individual working within the system.

CJA 502  Managing Criminal Justice Administration This course introduces students to management issues specific to the criminal justice administration system and its three components; law enforcement, the courts and the correctional system. The purposes and functions of these organizational components and their interrelationships are analyzed. Consideration is given to the differing organizational cultures of the law enforcement, court and correctional components of the system. Concepts and methods from business management that are useful to managers in the criminal justice administration system for organizational problem solving are also examined.

CJA 503  Public Policy and Criminal Justice Management This course concentrates on the blending of theory and practice. It examines some of the most controversial issues in criminology from a conceptual perspective and the affect these issues have on managing a criminal justice organization. Classical and contemporary sources will be used to shed light on such issues as the insanity defense, plea bargaining, freedom of expression, and the death penalty.

CMG 301  Fundamentals of Contract Management/Administration The language of contracting and contract management such as: the nature of the contracting process, contract terms, contract conditions, contract content, pricing arrangements, contractual vehicles, the differences between contracts for supplies and contracts for services, how public and private contracts differ; and how to write a contract administration plan to meet the customer's cost, schedule and performance requirements. The three phases of the contracting management process are discussed: pre-contract award management, contract management techniques after the contract award, and management and monitoring contract/contractor performance.

CMG 302  Negotiation, Pricing, and Conflict Resolution Presentation of negotiation techniques and the sources of conflict which may be manifested in contract negotiations, especially as related to pricing. Various negotiation and conflict resolution approaches and strategies will be addressed in context of several approaches to pricing and overall contractual requirements. The social, economical, legal, and political forces that govern relationships and create conflicts between various parties in the contracting process are identified and techniques for achieving effective balance between these forces are presented.

CMG 401  Government Contracting Principles Introduction to the basic contracting rules for all Federal Government agencies which are set forth in the Federal Acquisition Regulation (FAR) and the additional rules unique to the Department of Defense (DoD) which are set forth in DFARS. Government contracting through use of Fixed-Price, Cost-Reimbursement, Indefinite-Delivery/Indefinite-Quantity (ID/IQ), Small Business Innovative Research (SBIR), Letter and other contracts will be discussed.

CMG 402  Fundamentals of Purchasing and Purchase Management Purchasing function, responsibility and importance in the enterprise; government procurement vs. commercial purchasing practices; tools and techniques for effective supplier selection, purchasing; quality, price, and transportation issues; purchasing ethics. Management principles for effective purchasing administration are presented.

CMG 490  Capstone Course in Contract Management Under the direction of their professor, students will complete a comprehensive project in Contract Management. The purpose of the project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate level learning obtained in the Contract Management concentration.
COM 301  International Communication Students will study expository communication, argumentation, and research skills in a global and electronic environment. Students will learn to clearly define the objective of a communication, to carefully research the subject, organize the findings, and communicate the results.

CRA 500  Health Care delivery Systems Explores health care delivery systems, health economics, third party reimbursements and contemporary trends in health care organizations, management and administration. Regulations, standards, quality assurance, accreditation issues and ethical issues are considered. Implications for the health care provider and professional practice, and for individuals, families and communities are included.

CRA 502  Bioethics and Legal Perspectives The purpose of this course is to examine ethical and legal aspects of clinical research administration. Students will demonstrate an advanced knowledge of the theoretical underpinnings of bioethics and critically apply legal and ethical principles to decision making in the clinical research environment with respect to: human subjects protection, child subjects research, animal research, stem cell research, and cloning.

CRA 503  Clinical Research Funding The course will discuss the main sources of clinical research funding, including industry and foundations in addition to NIH and other government agencies. Trainees will investigate and consider funding options for the research protocol developed in the Designing Clinical Research Course.

CRA 505  Clinical Research Industry The course provides an overview of the clinical research industry and how clinical trials are organized. Topics discussed in the course include the relationships between private industry and the FDA. Different types of study design are discussed. Emphasis will be on methods that include randomization and blinding. Strategies and ethical considerations of participant recruitment, and management of safety issues in clinical trials will be discussed.

CRA 507  Clinical Research Regulations The purpose of this course is to examine the rules and regulations pertaining to clinical research in the United States. Course topics include privacy issues, informed consent, human subjects protection, investigational new drug applications, and intellectual property. Ethical issues will also be explored, such as conflicts of interest in clinical research and research misconduct.

CRA 509  Scientific Reporting Aspects of scientific report writing as they relate to the reporting of clinical research findings will be examined. Specific attention is given to audience, research design, subject recruitment and retention, bias, power analysis, statistical significance and adverse effects. Experience with writing different aspects of the final research report will be acquired.

CRA 550  Clinical Research Administration I Clinical research is undergoing many changes due to ethical, regulatory and economic factors. The course will discuss issues involved in the conduct of clinical trials as well as the role of the FDA in the drug development process.

CRA 552  Clinical Research Administration II The purpose of this course is to describe and provide an overview on the fundamental concepts in clinical trial research. The advantages and disadvantages of clinical trials are discussed as well as the goals of each of the phases (I, II, III, IV) of clinical trials. The concept of "equipoise" and ethical considerations in clinical trials are also explored.

CRA 554  Human Trials The purpose of this course is to examine various human trials for experimental treatments in the clinical research setting. The topics covered include vaccination, vision trials, mental health, cancer research, gene therapy, and stem cell research. Students will develop plans to supervise clinical research studies. An emphasis will be placed on the potential benefits and risks to the individual participants in clinical trials, as well as the overall potential benefits to humanity.

CRA 599  Capstone Project In this culminating course for the clinical research administration concentration, the student develops and completes an individual project that reflects synthesis, integration and application of previously acquired knowledge in the field of clinical research administration. Each student submits a comprehensive, scholarly power-point presentation along with the project paper.
CSC 418 **Switching and Wireless** This class builds fundamental skills with a focus on hierarchical networks. In addition, this class will cover switches security to support voice, video and data transmissions. Emphasis in VLANs, implementation of CISCO VTP protocol, and Spanning Tree Protocols in a converged network. The class concludes with configuration and troubleshooting of a Wireless router. The student will be able to design a hierarchical design model to address performance, scalability, maintainability and troubleshoot networks; configure a switch for operation in a converged network; configure and troubleshoot VLANs: VTP and STP protocols; configure and verify Wireless LANs.

CSC 419 **Routers** This course will address how Routers learn about remote networks and how they determine the best path to those networks. In addition, this class will cover static routing and dynamic routing protocols. The student will be able to: Configure routers and apply addresses; understand how routers work to determine the best path to get to remote network; understand the differences between Static and Dynamic routing protocols; understand and implement different routing protocols in organizations’ network.

CSC 424 **Software Engineering** This course emphasizes the foundations of software engineering necessary for development of software systems. Students are introduced to system requirements elicitation and analysis, development of appropriate software solutions, effective software design, coding, and testing methodologies, team development, and the use of software engineering tools. Students will demonstrate proficiency through projects incorporating software engineering skills and knowledge.

CSC 111 **Foundations of Computing and Program Design** Nature and scope of 21st century computer science. Purposes of computer science in business, government, health care and the military. Introduction to fundamentals of hardware, software, programming and networking. Students will discuss current practices and trends from a global perspective.

CSC 113 **Introduction to Object Oriented Programming** Data Structures & Algorithms This class builds fundamental programming skills with a focus on object-oriented programming using Python. The class starts with a detailed examination of the design and use of classes & methods in object-oriented programming. In subsequent modules, the topics of data structures, stacks, queues, lists, exception-handling, inheritance, linked lists and other topics are discussed. The class concludes with an introduction to basic algorithms.

CSC 212 **Inter. Object Oriented Programming** Nature and scope of Object Oriented Programming. Introduction to Java and Jython programming for use in applications, applets and servlets in contemporary computing environments.

CSC 310 **Advanced Programming Topics** This course uses java as a tool to introduce important programming topics such as error checking, file processing, different search and sort algorithms, and data structures. Case assignments and session long projects in each module are designed to help students learn these concepts by hands on programming. More emphasis is put on helping students to choose the appropriate data structure based on the task.

CSC 316 **Database Systems I** Databases are pervasive throughout organizations for the storage and retrieval of routine and mission critical data, information and knowledge. This course provides students with an introduction to and an overview of database systems including database design, Entity Relationship data modeling, the relational model of data and SQL. Students will work with a relational database and create the database schema, learn and apply normalization rules and add, modify and retrieve data from the database using Structure Query Language (SQL).

CSC 317 **Database Systems II** This course builds on the knowledge and skills acquired in CSC316, and introduces advanced concepts and technologies of database systems, which include advanced SQL statements and functions, XML technologies, transaction management and database administration, database application development, and data warehouse. The course aims at helping students to develop a broad understanding of modern database technology. Students will work with a database and manipulate data in the database using various technologies to solve complex business problems.
CSC 320  Web Engineering & Programming I  This course provides instruction on the latest technologies to enhance web browsing experiences for users and to make applications more robust and dynamic. This course starts with an introduction to Web applications and architectures, and then focuses on the client-side technologies (HTML, XHTML, CSS, JavaScript, and DOM) and XML technologies (XML, Schemas, XPath, and XForms). It also touches on the server-side technologies by introducing the Ruby programming language. Students will do hands-on programming and development to gain exposure and experience with these technologies.

CSC 324  Web Engineering and Programming I  The Web is becoming a norm as the interface for providing static and dynamic information to consumers and other users and for interfacing with data sources such as databases, e-commerce applications (e.g., credit card processing) and middle-ware (mission critical) support software. This course introduces components of web engineering including business process modeling, graphics, TCPIP networking and communications, dynamic web content, web server deployment, browser compatibility of web applications and web server models based on JSP, ASP, HTML, shtml, and other approaches. Applets, servlets, client side and host side programming will be discussed. Students will be introduced to the PHP, Perl and JavaScript programming languages and will develop dynamic web pages using several of the above technologies and models.

CS C325  Operating Systems and Environments  Introduction to operating systems and operating systems environments. Introduction to Unix, Linux, Windows 200x Server and Mac operating systems with application work in Linux. Maintenance, security and network hosting from an operating systems perspective is emphasized.

CSC 405  Web Engineering & Programming II  In CSC320 Web Engineering and Programming I, we introduced the client-side technologies and XML technologies. This advanced course will teach server-side technologies, with an emphasis on modern Web architectures/frameworks. This course starts with an overview of HTTP and HTTPS, which are the foundation protocols of the Web. It then introduces three state of the art and wildly popular Web application technologies/frameworks: Servlets/JSP, Ruby on Rails and ASP.NET. It finishes up with an introduction to Ajax. These topics aim at facilitating students with a broad understanding of different modern Web technologies and design patterns. Students will read through tutorials and develop interesting projects to help understand the power of these technologies in providing dynamic content to websites.

CSC 412  Client Server Networks  This course uses the internet as the platform to understand computer network, the focus is on transmission control protocol (TCP) and internet protocol (IP) that makes the internet possible. Emphasis will be on understanding protocols and services that each layer of TCP/IP provides.

CSC 414  Advanced Networking: Wireless, Hybrid Networks  Integration of diverse technologies into a networking environment. Application emphasis of wireless networks, hybrid networks which include components of wire, wireless, dialup and other networking topologies. J2EE wireless extensions, security issues and maintenance.

CSC 422  Web Services  Web services are an emerging technology for web-centric computing. They are self-contained, self-describing, modular applications which can be published, located and invoked across the web. Current standards for web service will be evaluated and students will work with web services toolkits and utilize java, xml and other tools for integrated web services computing.

CSC 423  Web Services II  The course extends the concepts of Web Services I and provides opportunities to apply these concepts to integrated web deployment of e-business processes. Service-oriented architecture (SOA) is discussed and application of web-service protocols are emphasized.

CSC 425  BSCS Integrated Project  This class is the capstone class for the CSC program and students are required to design and develop an application that integrates the tools and techniques they have learned as they have proceeded through the curriculum. Students will also learn about the systems development process and prepare various documents in support of the systems development process.
**DBA 699 Dissertation Proposal Seminar** This seminar is the first step towards the dissertation proposal development process. Students will work in the development of a complete dissertation prospectus (approximately a 20-30 pages) in the standard format containing the specifications required for doctoral research in Business Administration and have it approved by their instructor. If the students plan to use the prospectus to encourage academics to serve as chairs of their dissertations, the students will be guided in this process. This seminar must be taken in the student’s final session of course work in the Ph.D. in Business Administration program.

**DBA 700 PhD Dissertation Series** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 701 Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 702 Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 703 Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.
**DBA 704  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 705  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 706  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 707  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

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Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 709  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 710  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DBA 711  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DEL 600  Research Methods in Education** This course will introduce students to the basic concepts and skills necessary to read, write, and ultimately conduct scholarly research in the education. Foundational concepts such as the research problem, study design, and data collection are addressed.

**DEL 602  Leadership & Leader Roles in Education** An examination and analysis of the leadership and management skills required to lead and to direct the various types of educational organizations. Topics to be included are strategic leadership styles, strategic roles of the CEO, and transformational leadership.

**DEL 606  Management of Change in Education** The purpose of this course is to introduce the student to the research concerning on how change in managed in educational organizations. The student will explore the application of this knowledge in managing such change forces as: restructuring, team based projects, cultural diversity and multicultural influences, globalization, competition, and new technology. Special emphasis will be given to issues relating to technology implementation, resistance to change, e-learning management, and management of diverse student populations. Mastery of these skills will demonstrated by the student through completion of case assignments based on analysis of published research studies as well as a session long project.
DEL 608  Quantitative Research and Advanced Statistics I  The purpose of this course is to provide a foundation whereby students gain an understanding and appreciation of the field of research in education, and have sufficient knowledge and vocabulary necessary to develop the principles and techniques. Emphasis will be placed on mastering the content related to the paradigms and methods used by educational researchers and developing specific research skills including t-test, ANOVA, and Chi square. The students will utilize a realistic application of the statistical techniques with the software SPSS (Statistical Package for the Social Sciences) in each case of the particular module.

DEL 610  Qualitative Research  Compares and contrasts qualitative research methods and modes of qualitative analysis. Examines issues in establishing plausibility, credibility and adequacy. Includes data gathering techniques, data recording and data analysis.

DEL 612  Program Evaluation in Education  Outcome-based evaluation is explored and development of a comprehensive evaluation blueprint for a selected field setting is included. The impact of external accreditation criteria is explored. An overview of evaluation research and its import to stakeholders and policy makers is included.

DEL 614  Research in Education Leadership  This course examines the micro and macro aspects of leadership in education; from the classroom, up to the state level of education. Significant leadership theories will be examined by (a) models, (b) practices, and (c) contexts within a stable as well as a changing environment. The student will learn to recognize various styles and speculate which will be more effective in given situations. Decisions will be grounded in recent literature in leadership. Students will conduct either a review of the literature, or an independent research study that addresses a particular issue or topic in educational leadership that is of particular interest to their professional goals.

DEL 616  Conflict Resolution in Education  This course is intended to further widen and complete the scope of Educational Leadership studies, in general, and to serve as a Foundation Course of Conflict Resolution (theory and practice), in particular. The academic institution comprises (as any other organization) of: physical premises, management, faculty, staff and of-course the student body. Keeping educational leadership as our objective, we will focus here, on the managerial aspects, and not on the pedagogical ones.
As Conflict is an integral part of our personal and professional life, the purpose of this course is three fold:
· First - To understand the underlying sources of conflict, and the way conflict is manifested in the: Personal, Organizational and National levels.
· Second - To present the various Conflict Management Approaches open before us, and the Human Behaviors associated with conflict and conflict resolution.
· Third – To enhance our understanding of the most constructive Managerial and Organizational resolution approaches, namely: Negotiation, Mediation and Arbitration.

DEL 618  Quantitative Research and Advanced Statistics II  This course is designed to give students the necessary skills to analyze research projects. Together with the previous course (DEL608), the focus of this course is on inferential statistical procedures – with an emphasis on factor analysis and multiple regression analysis. The conceptual basis of the application of these statistical procedures will be addressed. It is expected that students will learn to generate the necessary summary measures, use them to estimate values for critical statistics, and conduct inferential tests. Students are also to determine appropriate research designs to an interested area of issues and problems faced in education by developing a session long project. SPSS is required for this course.

DEL 620  Linking Theory with Research  The purpose of this course is to explore foundational concepts involved with the role, use and application of theory in education research. The concepts and processes involved with education theories will be explored. The role that concepts, constructs, and guiding frameworks play in different education theories will be examined and analyzed. Mastery of the material and its application will be demonstrated through the completion of a session long project.

DEL 623  Current Research in Higher Education  The seminar reviews the current research on several important topics in higher education. Topics to be included are: university governance, accountability in higher education, faculty vitality, student learning, outcome assessment, distance education, effective leadership, continuous improvement, and other relevant issues.
DEL 625  **Research in E-Learning**  This seminar explores current research on the successful and less successful design and implementation of e-learning programs. Different types of e-learning approaches and target populations are examined.

DEL 631  **School Reform**  In-depth examination of contemporary trends in comprehensive school reform with special emphasis on current programs of effective schooling, staff development, and instructional leadership.

DEL 632  **Legal Aspects of Education Leadership**  This course will explore current key themes and issues in education law, such as the Elementary and Secondary Education Act, the IDEA and Students with Disabilities, sexual harassment, violence on campus and intellectual property. Students will research and evaluate legislative enactments and cases that have a major impact on the professional practice of teachers and education leaders in the United States.

DEL 633  **Enrollment Management**  The seminar examines the advanced approaches to maintaining desired enrollment through recruiting, marketing, admission process, financial aid, and retention. A strategic approach to enrollment management is presented and the role of enrollment management in different institutions of higher learning is analyzed.

DEL 635  **Current Issues in E-Learning**  Explores E-Learning issues and strategies through comparative analysis. The philosophy of E-Learning as an educational tool and its implementation is included.

DEL 699  **Dissertation Seminar**  The purpose of this course is to guide you through the process of writing the first draft of your dissertation proposal.

DEL 700  **Dissertation Continuation**  The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of "PR" signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

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DEL 708 Dissertation Continuation The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

DEL 709 Dissertation Continuation The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

DEL 710 Dissertation Continuation The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

DEL 711 Dissertation Continuation The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses.
The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DHA 619 Current Issues in Health Administration Research** The course explores advanced research issues in various areas of the U.S. health care system. Measures of access and quality of care, policy implications, and the relationship between health care administration and public health are examined from a theoretical as well as practical standpoint.

**DHA 621 Health Care Law, Regulation & Ethics** This course will explore the relationship between, Patients, Providers, Payers and Regulators. Legal and ethical rules and principles will be researched and applied to solve new types of problems faced by managers, administrators and healthcare organizations in the current healthcare delivery system.

**DHA 623 Advanced Leadership** Theories abound in the discipline of leadership studies. Contemporary theories have returned the focus to the leader. In this course, you will investigate the major leadership theories of transactional leadership, transformational leadership and strategic leadership. The primary focus of this course will be on five vision-centered strategic roles of an effective leader and you will have opportunities to envision yourself as an effective vision-centered leader. The purpose of this course is to provide opportunities to examine and analyze the leadership and management skills required to lead and direct the various types of health care organizations. We will cover the following topics, all pertaining to the strategic roles of the CEO: (1) Have and communicate a VISION. (2) Implement the VISION - shaping the organizational structure. (3) Implement the VISION - with the right personnel. (4) Support the VISION - with the right resources. and (5) Sustain the VISION - with the right initiatives.

**DHA 698 Strategic Planning for Health Organization** This course examines the management of health care organizations from the "strategic management" perspective of top management. We will examine the formulation and implementation of organizational goals and objectives with regard to the health care organizations' financial position, marketing capabilities, and human resources management. Although we will focus on 'top management', the student will be able to apply these foundations, to the business and functional levels. This course examines the management of health care organizations from the "strategic management" perspective of top management. We will examine the formulation and implementation of organizational goals and objectives with regard to the health care organizations' financial position, marketing capabilities, and human resources management. Although we will focus on 'top management', the student will be able to apply these foundations, to the business and functional levels.

**DHS 600 Research Methods in Health Sciences** This course will introduce students to the basic concepts and skills necessary to read, write, and ultimately conduct scholarly research in the health sciences. Foundational concepts such as the research problem, study design, and data collection are addressed.

**DHS 608 Quantitative Research and Advanced Statistics** This course reviews and builds on prior knowledge of inferential statistics, including correlation, regression, t-test, Chi square, ANOVA, MANOVA and MANCOVA as a foundation for the study of experimental design, correlation analysis, models with unobserved variables, casual models, cluster and factor analysis, multiple regression and discrimination function. Emphasis is on research applications and clinical implications. Fundamental issues of causality and design issues pertinent to causality are included using randomized clinical trial models for experimental designs. Methods of sampling, longitudinal studies and issues in data collection and measurement are considered. Explores research questions, methods and statistical approaches.

**DHS 610 Qualitative Research** Compares and contrasts qualitative research methods and modes of qualitative analysis. Examines issues in establishing plausibility, credibility and adequacy. Includes data gathering techniques, data recording and data analysis.
DHS 612  Program Evaluation  The goal of this course is to enable students to gain knowledge and skills on planning and evaluating health promotion programs. The course examines the concepts, tools, data collection and analysis methods and designs used to evaluate health promotion programs. Examples are presented from childhood obesity prevention programs, smoking and substance abuse prevention programs, and family planning and reproductive health programs.

DHS 618  Quantitative Research and Advanced Statistics II  This course is designed to give the student an understanding of linear and logistic regression analysis methods in an applied manner. The relationship with correlation for linear models, estimation, prediction, hypothesis testing, modeling, goodness of fit, and regression diagnostic will be discussed.

DHS 620  Linking Theory with Research  This course will introduce and examine theory and theoretical models belonging to several fields of health sciences research: health behavior, health promotion, epidemiology, environmental health, and health administration. Theory-based peer-reviewed scientific literature and theories belonging to the student's field of interest will be analyzed, and the role of new research in the continuum of theory building will be considered. The course is team-taught by five TUI CHS professors.

DHS 621  Curriculum in Higher Education  This course explores the process of curriculum development and the interrelationships between curriculum, accreditation, and professional practice. Curriculum design in the health profession will be presented.

DHS 623  Teaching/Administration in Higher Education  The purpose of this course is to introduce you to the role of a faculty member and provide you with the tools and skills necessary to teach contemporary college/university students. Topics covered include course development, syllabus preparation, mechanisms for course delivery, collaborative learning, student evaluation, testing, and curriculum development. Tenure, Promotion and Salary Decisions in Academia will be discussed. The culmination of the above techniques and procedures will be a session long paper that you will write that will implement and show a relationship between technology and teaching in your discipline.

DHS 652  Research Seminar  The purpose of this course is to review the many ways in which epidemiology contributes to the medical sciences; discuss the sources of health data; illustrate how epidemiologic measurements are made and used; outline the steps in the assessment of causation and risks; discuss common research designs used by epidemiologists; and describe some of the errors made in clinical research.

DHS 699  Dissertation  The purpose of this course is to guide you through the process of writing the first draft of your dissertation proposal.

DHS 700  Dissertation Continuation  The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student's transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student's progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

DHS 701  Dissertation Continuation  The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student's transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation.
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**DHS 702  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DHS 703  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DHS 704  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

**DHS 705  Dissertation Continuation** The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.
DHS 706  Dissertation Continuation The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

DHS 707  Dissertation Continuation The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

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DHS 709  Dissertation Continuation The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700 series courses will be 4 credit courses and will appear in a separate section on the student’s transcript dedicated to the dissertation. While enrolled in the 700 series courses and until completion of the dissertation, students will receive grades of “PR” signifying satisfactory progress upon a showing of actual progress in the dissertation. Four (4) semester credits will be awarded to each PR grade; however, credits earned towards 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. The student’s progress will be determined by the dissertation chair and/or the Director of the Ph.D. program. Upon completion of the dissertation and successful defense of the dissertation a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

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DIH 619 Current Issues in International Health Research This course provides students a framework for analysis of important issues in international health and major differences in health status among world populations. Country-specific differences in the burden of disease, current global ethical and legal issues and the importance of poverty will be explored.

DIH 633 Global Epidemiology Investigates the global incidence and prevalence of disease and risk status through the analysis of health indicators and considers strategies for health promotion and disease prevention from the village level to the national and international levels.

DIH 635 Geopolitical Health Perspectives Explores the roles and interrelationships of government, official organizations, non-government organizations and voluntary agencies in promoting effective health behaviors and achieving desired change.

DIH 698 Cross Cultural Issues in Health The course explores the relationship between the various components of culture, human institutions, and the socio-economic, gender and ethnic correlates of health and illness. The differences in family interactions, communication, and acculturation, as well as the effect of cultural competence and culturally sensitive interventions and healthcare on the health status of minority groups are considered.

ECM 555 e-Entrepreneurship This course focuses on development of electronic technologies to support the emerging and developing enterprise. Issues of make-or-buy, web-presence, business-to-business, business-to-consumer, business-to-supplier, business-to-financial institution and other networks of electronic business models are discussed. Students will evaluate emerging and existing information technologies for supporting the enterprise development at various stages of its life cycle.

ECO 201 Microeconomics Principles of Microeconomics is an introductory course in microeconomics, or price theory. This foundation course concentrates on the economic behavior of consumers, producers, and owners of economic resources. You will study their behavior in the markets for goods and services, primarily as that behavior determines the allocation of resources and the distribution of commodities. You will learn the basic theories of supply and demand, including the concepts of price and income elasticity. You will study in depth producer behavior in the various market structures. Finally, you will study the operation of the factor market and the process of product distribution. The focus of microeconomic analysis will allow you to examine the relevant concepts in an integrated manner.

ECO 202 Macroeconomics This course examines the basics of national economic theory, policy and practice. Specific topics include: aggregate production and expenditures, employment and inflation, monetary theories and policies, fiscal policies, business cycles and growth. Emphasis is placed on measuring and interpreting macroeconomic conditions and policies.
EDM 501  Domestic Terrorism This course will examine the growing threat of domestic terrorists. Domestic terrorism will be defined in terms of economic and ideological intent, and geographical and organizational make-up. Examples for review will include drug cartels along the U.S. and Mexican border, “lone wolves,” cell operatives, and “copycat” terrorists. We will try to answer the question whether paramilitary groups and environmental and animal rights activists use terrorist acts to civilians threatening their agenda. The role of the military will be critically examined.

EDM 502 Critical Infrastructure Vulnerability and Protection This course will examine domestic critical infrastructures which include (a) Utilities, (b) Transportation, (c) Banking and Finance, (d) Communications, (e) Internet, and (f) Public Health. We will analyze threats to their integrity due to terrorist attacks, natural disasters, accidents, and examine steps to prevent and reduce vulnerabilities. The learner will become familiar with using the “Nodes and Links” schema in pinpointing areas of vulnerability. Scenarios will be employed to discover appropriate interventions during a crisis. The role of the military will be critically examined.

EDM 503 Infectious Disease Mitigation Following Natural Disasters This course will examine the humanitarian efforts of lessening infectious diseases resulting from floods, earthquakes, and other natural disasters. Victims coming in close contact in evacuation centers or in unsanitary conditions are susceptible to rotaviruses, for example, causing diarrhea and vomiting. Moreover, earthquake and flood causalities requiring blood transfusions may increase Chagas Disease. Therefore, vector control calls for the establishment of preparedness plans. In the United States, the Logistics Section of the National Incident Management System addresses such concerns. The student will also respond to scenarios grounded in Event-Based Monitoring by a public health surveillance site which provides detailed and near real-time data on disease outbreaks in the United States and in countries, lacking traditional public health surveillance. The role of the military will be critically examined.

EDM 504 Public Health and the Aftermath of a Disaster Prevention and treatment of mental and physical injuries are some of many priorities to be addressed after a natural disaster or terrorist attack. This course will examine steps taken by the military, medical, and local communities. This will include (a) managing the logistics operations for major disasters by the military, (b) triaging victims by medical personnel, and (c) mental health interventions by community professionals. Areas of focus will include: (1) examining the role of hospitals in the community response to disasters, (2) improving cross-jurisdictional collaboration with law enforcement, and (3) securing logistical support from military, governmental, and organizational sources, and (4) examining ethical and social values in implementing medical and other measures. Scenario simulations will be employed to discover appropriate interventions after a disaster.

EDM 599 Capstone Project This final course in the Master’s of Science in Emergency and Disaster Management is the culminating learning experience for this degree. This independent project will reflect synthesis, integration and application of previously acquired knowledge from the core courses. This includes addressing key components of disaster planning management, and emergency operations.

ENG 101 English Composition I Introductory writing skills. Emphasis is on rhetorical skills, critical thinking, the writing process, and introductory argumentative and research skills. Students will have at least two graded writing assignments each module.

ENG 102 English Composition II Introductory writing skills, continued. Students will develop skills in various types of writing, including descriptive writing, expository writing, narrative writing, discursive writing, and argumentative writing. Students will have at least two graded writing assignments each module.

ENG 201 American Literature This course will focus on the impact of social and technological change on the American people as expressed through American Literature. Authors like Hemmingway, Stephen Crane, Ralph Waldo Emerson, and more will be examined in order to help students get a better understanding of how the American people relate to advancements in technology and social policy.
ETH 301  Business Ethics This course will provide students with the tools necessary to examine moral problems and make effective decisions on ethical issues faced in the workplace. Topics considered may include discrimination, affirmative action, sexual harassment, informational privacy, drug testing, ethics in advertising, business and the environment, and global ethics. Decision making skills will be demonstrated in each case assignment and in a session long project.

ETH 501  Business Ethics In this graduate course, students will explore how normative ethics serve as a useful theoretical and practical lens through which business problems might be critically assessed. Throughout the course, students will engage such key concepts as virtue, duty, rights, and utility to inform their understanding of an organization’s ethical sensibilities. Students will also consider the merits of Corporate Social Responsibility (CSR), and will learn how the organization’s ethics are influenced by its culture. Standards of graduate-level writing, information literacy, and American Psychological Association (APA) writing and referencing style will be considered in the Session Long Project.

FIN 280   Financial Principles The purpose of this course is to study the principles of governing the financial management and control of the business entity. Topics include controlling financial resources of a business; capital budgeting, securities analysis, risk, and equity valuation.

FIN 301   Principles of Finance The purpose of this course is to study the principles of governing the financial management and control of the business entity. The role of the financial manager will be emphasized; the planning and managing of assets and the understanding of financial structure are also included. Topics to be considered are financial resource management, capital budgeting, evaluation of dividend policy, the valuation of assets, business ethics and the international environment of financial decisions. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.

FIN 302  Investment Analysis Students will study investment principles and practices; emphasis is on the concerns of the individual and institutional investor. The course will cover the selection, and management of securities; investment principles, trading methods, ethics, and evaluation. Additional topics include the range of investment types, sources of information available to ensure wise investing and the interpretation of financial statements. Mastery of investment skills will be demonstrated by students through their completion of a session long application project.

FIN 402  Money and Banking This course will be an overview of the money and banking system in the United States. Specific topics will include the Federal Reserve System, banking regulations, inflation, and banking industry structure. Applications to managers and individual investors will also be covered.

FIN 403 International Finance This course examines the principles of international finance and applies them to the multinational company. Topics include foreign exchange, analysis of risks and rewards, and problems unique to businesses involved in international operations, international sources of funds, ethics, and general international financial strategies. The material will also touch on the International Monetary Fund and the World Bank. Students will demonstrate their mastery of international finance through the completion of a session long application project.

FIN 490  Capstone in Finance Students will be given an imaginary large sum of money, and over the course of this class they will develop a comprehensive strategic investment portfolio. Students will write a detailed final paper defending their investment decisions and allocations using their knowledge and understanding of the Capital Asset Pricing Model and risk analysis (from FIN 301), fundamental analysis (FIN 302), international capital markets (FIN 403), the effect of current economic conditions on financial markets (FIN 402), and many other concepts learned in the finance concentration.

FIN 501  Strategic Corporate Finance The purpose of this course is to review fundamentals and apply corporate financial strategies, the maximizing of resources, the accomplishment of long and short term financial goals, financial planning, pricing models, corporate capital structure, cost of capital, capital budgeting analysis, and dividend policies. Long term financing decisions, mergers and acquisitions, and international finance are also included. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.
FIN 502  International Finance  This course examines the principles of international finance and applies them to the multinational company. Topics include foreign exchange, analysis of risks and rewards, and problems unique to businesses involved in international operations, international sources of funds, ethics, and general international financial strategies. The material will also touch on the International Monetary Fund and the World Bank. Students will demonstrate their mastery of international finance through the completion of a session long application project.

FIN 503  Monetary Policy & Financial Institutions  This course is designed to help a manager understand monetary policy and the role of financial institutions in the American economy. Specific topics will include the Federal Reserve System, banking regulations, inflation, and banking industry structure. Applications to managers and individual investors will also be covered.

FIN 504  Investments & Portfolio Management  Analysis and management of common stocks and fixed income securities; development of modern portfolio theory; organization of securities markets; analysis of investment in and financing of real estate assets.

FIN 509  Entrepreneurial Finance  This course provides an introduction and assessment to the current thinking in the areas of valuation, real options, and the economics of contracts to new venture decision making based on the four main areas of entrepreneurial finance: Investment Analysis, Financing the Entrepreneurial Firm, Harvesting, and Renewal in the Entrepreneurial Firm. Topics of strategic thinking, the role of “angels”, incubators, venture capital and financial contracts are discussed. Relevant real-world context is provided with opportunity to learn and apply spreadsheet and other modeling techniques.

FIN 601  Studies in Corporate Finance  This elective, non-Horizon Live course is a broad overview of some of the major topics in corporate finance research. The first two modules focus on the decision-making environment that executives face regarding financial policy. This includes the laws concerning corporate governance and how they affect decision making. This also includes a comprehensive overview of managerial incentives and the agency theories that attempt to predict how management will set policy. The remaining modules focus on research in some key areas of corporate policy — capital structure, diversification, and dividend policy. Course Description: Students will explore the current academic research involving corporate laws and governance, agency theories, dividend policy, capital structure policy, and corporate diversification. Students will prepare an empirical research study related to corporate finance theory.

HIS 101  Modern World History  This course traces the evolution of the human experience since the industrial revolution in the early 19th century. The nature of social systems, cultures, economic transformations, the role of religion, education, and criminal justice in the development of modern cultures will be explored. Particular attention will be paid to the methods of ‘doing’ history. Students will learn to analyze and interpret historical facts and critically assess the views of different historians and philosophers of history.

HIS 205  History and Impact of the Internet  Our time in history has been appropriately characterized as the “Information Age”. This course examines the development of one of our central information institutions, the networks of networks we call “the Internet”, along with its hardware infrastructure, applications running from the World Wide Web to electronic mail to online gaming, its massive socioeconomic footprint, and its dizzying pace of sociotechnical change. Although it is important that we understand the underlying technologies to some degree, our emphasis in the course is on the long-term effects of these developments on individuals, organizations, institutions, and societies. This course divides the history of the Internet into three general periods: up to 1992 (initial development of the technology and systems); 1992-2001 (commercialization of the Internet, culminating in the “dot-com bubble”); and 2001 –date (development of Web 2.0, social media, and interactivity). Students will also consider the potential future of the Internet in light of its development and its transformational impact on society.

HRM 401  Staffing Organizations  This course focuses on the processes through which organizations acquire and use their talents. Students will learn about topics in recruitment, personnel selection, job placement, and performance evaluation. Issues in organizational entry, socializations, and legal topics related to personnel selection are also presented and discussed.
HRM 402  Training and Development This course focuses on what organizations can do to develop their talents. Students will be exposed to topics in training and development, and how these HR practices help organizations achieve their organizational strategies and advantages in competitive environments.

HRM 403  Global HRM This course introduces global perspectives into the HR activities. Topics presented include (a) how HR practices are influenced by cultural differences, (b) factors influencing performance and well-being of expatriates, (c) issues (challenges and opportunities) facing multinational organizations. With the knowledge provided in this course, students are expected to be able to function effectively in a global environment.

HRM 404  HR Information Systems In this course, students learn about information technology that provides decision support mechanisms to HR professionals and facilitates transactional HR activities.

HRM 520  Staffing, Performance Management & Training This course examines the management of human resource activities specific to the recruitment, selection and retention efforts in organizations. Special attention will be given to performance management issues and employee training/development/s role in that process.

HRM 522  Employment & Labor Relations In this course students will enhance their knowledge and better their understanding of the employment relationship in both union and union-free environments. It will help them understand underlying human behavioral and situational factors in employer-employee relationships and the role of communications in that process.

HRM 590  Analytics, Metrics & Problem Solving This course will measure the connection between HR programs and strategic outcomes. We will benchmark organizational effectiveness through the use of HR metrics and analytics. Assessment measures will be utilized to improve performance and planning to maximize the value of the workforce.

HRM 599  Integrative Capstone This final course in the Master's of Human Resource Management program is the culminating learning experience for the degree. The student will have the opportunity to synthesize and apply knowledge and skills acquired throughout this program. Under the professor's direction, the student will be designing and developing an integrative project covering the essential learning expectations of a mid-level, HRM professional. In this process attention will be given to the subject matter needed to successfully complete certification requirements in the field.

ITM 438  This course focuses on management aspect of IT security. The topics introduced are governmental regulations and laws on information security, privacy, cyber crime, identity theft prevention, risk management, business continuity and auditing, disaster recovery, and cyber terrorism.

ITM 446  This course builds upon Systems Analysis and Design I with emphasis on system design methodologies. The topics covered are systems design, the characteristics of general enterprise modeling, and methodologies for conceptualization and application to business processes. This includes examination of process, data, and object oriented design and tools.

ITM 555  This course focuses on the principles of software engineering to address quality in software development. Logical design, modularization techniques, testing strategies, and quality assurance are emphasized through a combination of theory, enterprise systems, and application.

ITM 201  Introduction to Computers This course will provide hands-on experience to help the students gain necessary tools and skills in fundamental computer and internet applications. Specific activities will include operating systems, word-processing, electronic spreadsheets, and presentation packages. A major portion of the course will concentrate on Internet skills and issues including browsers, search engines, ISP, and servers.

ITM 205  Object Oriented Programming Introduction to Management Information Systems (MIS) design and development using the object-oriented programming languages (OOP), and Python. Emphasis is on developing programming proficiency that can serve as a foundation for designing and developing advanced MIS and for managing the design and development process.
ITM 206 Introduction to Business Process and ERP Systems This course covers the primary business topics in one course. The concepts of accounting, finance, management, and marketing are introduced by examining how business processes such as sales, logistics, production/material management, procurement, and human resources are supported by integrated enterprise resource planning systems. Business environments (economic, cultural, political, and legal), ethics and social responsibility are also discussed.

ITM 301 Principles of Information Systems in Business and Organization This course introduces students to computer and information systems within the context of the business firm although the principles are applicable to any private, public, non-profit or other types of organization. Emphasis in this course is less on the technology as such, and more on the role of information systems in supporting management processes, decision-making, operations, and other business functions. Topics to be developed include the nature of data and organizational information and the application of information to create organizational knowledge; information requirements and capabilities associated with different management functions and different users; organizational decision-making and structure and the role of information in managerial processes; the technological environment supporting computer applications and networking; and the nature of software applications and their effects on individuals, workgroups, and organizations.

ITM 306 Foundations of Information Systems This course introduces the use of information technologies in the business environment. Topics include the language, concepts, structures and processes involved in the management of information systems; e-commerce and the internet; the creation, storage and usage of data, information and knowledge; systems development; the application of information systems in organizations and functional areas; and the use of computer resources for problem-solving.

ITM 422 Administering IT Infrastructure This course emphasizes the support, maintenance, and protection of information systems within the context of the firm. Topics include the structure of data communication networks; alternative system architectures and practices (including client-server arrangements and local area networks); installation, operation, and maintenance of databases and data sharing systems, the different tasks, demands, and occasional conflicts involved in the administration of networks, and the complexities of maintaining high security in networks that are both critical to mission performance and necessarily exposed to the increasingly insecure world of the Internet at large.

ITM 423 System Acquisition, System Development, and Project This course introduces the concepts, skills, tools, and techniques involved in managing computer-based information systems and information technology project management. Topics include IT organization; project life cycles; and planning, executing, budgeting, scheduling, controlling, reporting, and closing. Issues of project integration; tradeoffs among scope, time, cost, and quality; risk management; alternatives in system resource allocation; and roles and responsibilities of IT staff, business managers, and IT users are also addressed.

ITM 424 Introduction to Software Use and Technical Support This course introduces students to the profession of information technology support and to the problems that face entry level IT professionals. Students learn basic computer terminology and concepts; the architectures of computing systems, including operating systems, basic network concepts, and hardware configuration; types and functions of software and business applications; concepts and principles underlying productivity tools widely used in business. Topics also include deployment and upgrading in an enterprise environment; installation and diagnosis of system functions; troubleshooting common problems associated with networks; the critical role of help desks, including professional support for help, tools and technologies for user support, problems with supporting distributed and telecommuting users; and Web technology integration at the desktop. Emphasis is placed throughout on effective communication with and support of non-technical end-users and a thorough understanding of the business environment in which IT systems are embedded.

ITM 426 Systems Analysis and Design I This course examines the foundation of systems analysis and design and related methodologies for project development. Topics include the role of systems analysts, elicitation and fact finding, problem analysis, and the feasibility study document. Methodologies, quality factors, and comparison of modeling techniques for structured and object-oriented design are introduced.
ITM 431  **Introduction to IT Security** This course focuses on the need for security in information technology systems in the face of threats from both internal pressures and carelessness and external attack. Topics include security review and scanning, firewalls, access control management, backup and redundancy, and end-user participation in and cooperation with security procedures. Issues such as disaster planning and recovery, authentication and encryption, Virtual Private Networks, and the special problems of securing e-business transactions are also touched on.

ITM 432  **Principles of Finance and Financial Information Systems** This course introduces the student to the financial management and control of the business entity and the role of information systems in providing the tools necessary to such management. Topics include the nature of financial information, basic financial analysis tools, the planning and managing of assets, financial resource management, capital budgeting, and financial assessment of technology. The role of information systems in collection, distribution, control, use, and analysis of financial information, the role of the financial manager as information manager, and the key synergies required between finance and IT decision making will be emphasized. Emphasis is placed throughout on the need for effective communication between IT professionals and financial personnel, and on how technology is changing, or sometimes not changing, the practice of corporate finance.

ITM 433  **Computer-Human Interaction** Computer-Human Interaction, Groupware, and Usability -- Most work activities involve some degree of communication and coordination with others, and with increasing globalization of business, these needs are becoming ever more imperative. However, the development of technology to support collaborative activities has proven to be a considerable challenge. Computer-Supported Cooperative Work has emerged as one of the critical socio-technical frontiers in information technology; “groupware” -- hardware and software specifically designed for use by interacting groups of people -- can be extremely productive, but it can also challenge IT professionals’ technical and social skills to their limits. This course explores cooperative work systems and collaboration technologies and the principles and techniques that characterize human interaction with computers. Topics include the foundations of human-computer interaction, including graphical user interfaces, human-centered software development and evaluation, and the importance of understanding users in systems design. Focus is placed equally on the technology and how it supports collaborative work, on the human and organizational ramifications of the technology, and on the need for effective communication between IT professionals and computer users throughout the organization.

ITM 434  **Business Ethics and Social Issues in Computing** This course encourages students to examine the information issues involved in the moral problems and ethical issues faced in the workplace. Information technologies have revolutionized how individuals and companies manipulate, move, store and retrieve information. New legal and ethical challenges reflect tensions between individual and societal rights and requirements. A new domain of “computer ethics” includes areas such as standards of professional practice, codes of conduct, aspects of computer law and policy, and corporate ethics. The desire for privacy and confidentiality must be balanced against the demand for information access and the necessity for personal, corporate, and national information security. Information technology professionals and managers must increasingly attend to the social and ethical effects of their tools even in what may seem to be largely technical domains; this course equips them to do just that.

ITM 435  **Marketing Management Information Systems** This course addresses the management and use of information systems in order to support marketing management decision-making. It is organized around the idea of a marketing information system as a continuing and interacting structure of people, equipment and procedures to gather, sort, analyze, evaluate, and distribute effective information to improve marketing planning, implementation, and control. Topics include the basic vocabulary of marketing and sales, the different types and levels of marketing decision-making, the role of existing company and external data and databases including the often under-utilized internal sources of information available to enterprises, the nature and role of good marketing research, including analyzing and interpreting online and offline data, role of new technologies such as data warehousing and data mining, and the operation of marketing information and decision support systems in a global environment. Emphasis is placed throughout on the need for effective communication between IT professionals and marketing personnel, and on how technology is changing the practice of marketing.
ITM 436 Operations Management and Operations Information Systems This course concentrates on how the functions of technology, people, and operating procedures are coordinated in the execution of ongoing tasks, and the role of information and systems in facilitating this interaction. Information technology professionals must understand firms as complex socio-technological systems that include manufacturing networks, supply chains, information processing systems, exchanges of materials and services, structured product development, contractual relations with vendors and customers, and performance measures and incentive systems that support production of goods and services. Course topics include production scheduling and control, inventory management, capacity planning and performance modeling of processing networks, multifunctional coordination, and tradeoffs between the priorities of operations and the efficient and effective management of IT systems themselves. Emphasis is placed throughout on the need for effective communication between IT professionals and operations personnel, and on how technology is changing, or sometimes not changing, the practice of operations management.

ITM 437 Information Security and Technology This course introduces the technical aspects of information security. The topics introduced are assessment of security threats and risks, network security, access control fundamentals, cryptography, and computer forensics.

ITM 438 Information Security Management and Assurance This course focuses on management aspect of IT security. The topics introduced are governmental regulations and laws on information security, privacy, cyber crime, identity theft prevention, risk management, business continuity and auditing, disaster recovery, and cyber terrorism.

ITM 440 Database Technology and Database Administration This course introduces students to the design and management of database systems in businesses, under three general headings: database design concepts, database implementation, and data management. Successful database administration requires that data be considered and managed as corporate assets, and a large part of the IT professional’s work revolves around data flow issues. Topics for this course include the nature and sources of organizational data; data architectures and organizational requirements; defining data needs; types and functions of database management systems, including distributed processing concepts; options for the hardware and software employed in data management; and the fundamental principles of both relational and object-oriented database design. The implementation and maintenance of database management systems, the role of the database administrator, storage management and capacity planning, performance tuning, backup and recovery, and security management are also discussed.

ITM 441 Network Technology and Administration This course introduces the basic concepts of computer networks. Networked computing has become by far the dominant model for information technology services in business, and understanding of the complex terminology and structure of networks is a part of every IT professional’s essential skills set. Topics include basic network topologies; fundamental network building blocks; types of network architectures (LAN, WAN, etc.) and the concepts behind their operations; network equipment, including hubs, routers, switches, and NICs; routing and bridging techniques and network devices; and the role of network protocols (particularly TCP/IP) sharing policies, migration, optimization, architectural and administration issues. The intricacies of administering networks of varying sizes and complexities will be examined, and basic troubleshooting methods will be described in detail, along with planning, installing and configuring network servers and clients in a server environment. Emphasis is placed throughout on the need for effective communication between IT professionals and end users of networked computer services, and on how network technology is changing, or sometimes not changing, traditional organizational practices.

ITM 442 Knowledge Management Business Intelligence This course examines the creation and management of organizational data, information, and knowledge, and the role of internal and external knowledge in shaping organizational decision making at all levels. Topics include information collection, retention, and sharing, and related technology choices; effects of organizational policies and politics on knowledge management; problems of maintaining appropriate data security standards and procedures; principles and practices in gathering and synthesizing business intelligence, including competitive intelligence, environmental scanning, and issues management; information evaluation and synthesis; and the role of strategic information in modern organizations. Emphasis is placed throughout on the need for effective communication between IT professionals and knowledge managers.
ITM 446  Systems Analysis and Design II This course builds upon Systems Analysis and Design I with emphasis on system design methodologies. The topics covered are systems design, the characteristics of general enterprise modeling, and methodologies for conceptualization and application to business processes. This includes examination of process, data, and object oriented design and tools.

ITM 490  Capstone in Information Technology Management This capstone course in the information technology management concentration emphasizes a sociotechnical approach to understanding how IT relates to the general management of the firm. IT systems are complex, both technically and organizationally; this course emphasizes their interdependence with organizational priorities, operations, and controls. Topics covered include sociotechnical design approaches, the strategic role of IT, internal and external coordination and communication, and the rapidly evolving complexities of the information environment.

ITM 491  BSITM Integrative Project Under the direction of their Professor, students in this class will design, develop, and complete a comprehensive project which integrates their studies in the BSITM curriculum. The purpose of this project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate-level learning obtained in the Bachelor of Information Technology Management degree program. This course is open only to students in that program and must be taken during the student's final session in the program.

ITM 501  Management Information Systems and Business Strategy This course provides an introduction to Management Information Systems. Topics covered include knowledge management, data and information, information architecture and web design, computer hardware and software, computer networks and the Internet, the role of the CIO and the IT department and their relation to end-users and management, IT strategy and IS procurement and selection, systems development and IT project management.

ITM 515  Customer Relations Management Technologies This course focuses on applied customer relationship management (CRM) technologies. This class will review technological approaches for managing all aspects of the customer lifecycle across internet and offline channels. Customer identification, knowledge management, differentiation, interaction and customization techniques will be reviewed. Business intelligence components of data mining, data warehousing, data analytics and other related tools will be studied and applied to specific CRM issues.

ITM 517  Information Security Overview for Managers and Policy Makers This course introduces frameworks and principles of information security management. A wide range of perspectives will be introduced: cultural, legislative, economic, and technical. Security approaches and solutions from the above diverse perspectives will be discussed in detail. Topics include an overview of how to build security awareness, the pros and cons of security rules and regulations, cost/benefit analysis of security measures, incentive design, and technical solutions such as cryptography.

ITM 524  Foundations of Information Technology Management The MSITM program is centered on the essential knowledge and skills required of the IT professional who manages or fulfills a consultancy role in the IT field. ITM 524 provides an overview of core IT knowledge and tools as the gateway to the MSITM program. The course offers an introduction to conceptual, strategic, and operational frameworks with emphasis on management practice in IT. It addresses topics such as Socio-technical Systems, value chain models, IT infrastructure and governance, system development life cycle, and project portfolio management.

ITM 525  Management of Information Technology in Organizations This course presents web technologies which increasingly impact all aspects of our lives and the organizations in which we work. The impact of Web 2.0 based social networks and interactive systems is addressed along with cloud computing and its impact on outsourced/offsite data storage, centrally managed applications, and third-party management. Further, discussion of E-commerce, E-business, and M-commerce is presented in terms of new, integrated web-based business models. The skills that IT managers need to manage their increasingly mobile workforce, often working in virtual teams, are addressed. Throughout this course there is a focus on the ethical and security issues arising with these evolving networked technologies.
ITM 527  IT Security and Disaster Recovery Management Organizations have become completely dependent on information technology, and vulnerable to an increasing number of complex exposures, threats and perpetrators. This course focuses on information technology security issues from a managerial perspective. The basic purpose is to present a framework for minimizing the risks for information assets. Hackers and attackers of websites, email systems, spy ware, which embeds itself on workstations and networks increasingly present major threats to the economic well being and even survival of organizations. Topics include security and network weakness scanners, firewalls, access control managers. Also covered are the macro issues of disaster planning and recovery, backup and redundancy, e-business security, risk management, information security policies regulations and standard; privacy and ethics.

1. Overview of Information Assurance
2. Intrusion Prevention and Detection: Securing Information Resources
3. Information Security Policies, Procedures and Standards
4. Application of "Defense in Depth" in Internet Security
5. Business Continuity and Disaster Recovery

ITM 530  Managing IT Systems Development in Context of Multiple Stakeholders’ Expectations Managing IT Systems Development in Context of Multiple Stakeholder Expectations: The development of new information systems and the enhancement of existing systems is often the result of significant changes made to the business processes supported by the systems. The analysis, design and development of information systems is a highly interactive process of reciprocal definition of technical capabilities and opportunities, management requirements, and the interests of multiple stakeholders at many levels of the organization and its environment. This course explains the fundamental concepts of both structured systems development and such alternatives as Unified Modeling Language and Object-Oriented Design; describe basic systems analysis and design tools, techniques and methodologies used to gather and understand information requirements, model those requirements, and design the components required to build the system; and explain how systems analysis and design operates within the context of the current business, social, and regulatory environments.

ITM 533  IT Project, Logistics and Contract Management This course discusses the theoretical and practical aspects of managing information systems projects, including the underlying considerations of economic analysis, organizational behavior, team dynamics, and legal and regulatory oversight (such as HIPAA and Sarbanes-Oxley). Using a life cycle management model, the course focuses on the grounding of IS projects in larger organizational strategies; creating project plans, budgets, and schedules and related monitoring activities; establishing a balance between socio-organizational needs and technical opportunities and limitations in an environment where both sets of elements are changing rapidly while the process is under way; the advantages and limitations of project management technologies; changing economic considerations such as outsourcing, logistics management, and the political interactions that make managing IT projects particularly complicated.

ITM 535  Business Intelligence: Data Mining, Data Warehousing & Data Analytics Business Intelligence: Data Mining, Data Warehousing & Data Analytics. This course covers principles and practices in gathering and synthesizing business intelligence, including competitive intelligence, environmental scanning, and issues management; information evaluation and synthesis; and the role of strategic information in modern organizations. The impacts of data warehousing, archives management, and data mining technologies and related search tools are considered. Data analytics from applied technologies such as Customer Relations Management (CRM) are also explored.

ITM 537  Principles of Information Security Auditing and Digital Forensics This course presents the fundamental auditing concepts and standards related to information security within organizations in the global context. Students will discuss how to identify and mitigate information risks, effectively manage security-related incidents, and reduce the impact of these on people, profitability and property. This course will cover issues of identification, preservation, and analysis of evidence of security attacks. Students will conduct security audit of web sites and web-based corporate applications.
ITM 538  **Knowledge Management and Information Services**  Knowledge management principles such as the distinctions between data, information, and knowledge, the need for both tacit and explicit knowledge, and information ecologies are explored. Potential contributions of collaboration technologies, knowledge audits, and other socio-technical interventions to the development of an information-rich and business-oriented organizational culture are further developed. Technical issues of knowledge acquisition, knowledge representation, and knowledge storage and retrieval are also explored.

ITM 540  **Database and Knowledge-base Management**  This course describes the design, implementation, and administration of database systems. Topics include database modeling and design, relational vs. object-oriented database management systems, open source vs. proprietary databases, data mining, and knowledge management systems. It offers both technical and socio-technical perspectives in database management.

ITM 545  **Business Intelligence Project Design**  Students will design, develop, and complete a comprehensive project in the application of business intelligence. The purpose of this project will be to demonstrate the student’s ability to evaluate, assess, setup, and synthesize the graduate-level learning obtained in technical courses dealing with relational database design, data mining, data analytics and data warehousing. This course will utilize open source software and will require hands-on use of the software in the course SLPs.

ITM 547  **Techniques of Data Mining and Related Analytical Procedures**  This course introduces students to the practical aspects of data mining, and the use of large-scale databases for development of corporate strategic information. Both primary and secondary uses of corporate data will be explored. Students will gain practice in the use of statistical techniques for data interpretation, structuring databases for effective analysis, and interpretation of results for the development of both practical recommendations and ideas for future research.

ITM 550  **Network Planning & Administration**  This course describes the design, use, implementation and administration of networks and network-enabled applications, including the technological bases of networks and networking arrangements, and the principles underlying network-centric information technologies. The emerging technologies of mobile/pervasive, wireless networking, virtual networked entities, network integrity, and related IT management challenges are also discussed.

ITM 555  **Systems Engineering**  This course focuses on the principles of software engineering to address quality in software development. Logical design, modularization techniques, testing strategies, and quality assurance are emphasized through a combination of theory, enterprise systems, and application.


Specialized IT applications provide both opportunities for the organization and challenges for the IT management to plan, deploy, manage and assess system effectiveness. Often these applications are complex and demanding both of resources and development technology. Many organizations are turning to IT to develop and deploy training systems or e-learning systems, human resource information systems and customer relations management systems, all of which present some unique challenges to IT management. Although many other specialized technologies could be discussed, the e-learning, HR systems and CRM systems will be emphasized to facilitate understanding of how to effectively manage diverse, critical technologies in organizations.

ITM 570  **Managing IT Change in an Environment of Emerging IT Technologies**  New technologies are appearing almost daily presenting both opportunities and challenges to IT managers who must assess and evaluate these technologies and decide if and when to implement them in their organization. In this course emerging technologies such as self-healing systems, autonomic computing, virtual groups, teams, and virtual enterprises enabled by mobile/pervasive computing technologies will be discussed. This course explores the ways change can be effectively managed and the way in which virtual enterprises and the technologies on which they are based can be leveraged to capture new markets, customize the delivery of products and services, streamline and expand operations, and form business collaborations.
ITM 580 Strategic Planning for IT This course explores possible information technology development and management strategies employed by organizations; examines concepts of strategic information technology and the kinds of systems that support it; discusses the relationship between IT strategy and the portfolio of existing and planned information systems in an enterprise, and the role of the CIO in managing these relationships; and develops the requirements for IT’s creative contribution to larger organizational strategies reflecting multi-level interests and constraints.

ITM 590 Integrative Project (Capstone Course) This is the capstone course for the MSITM program. Under the direction of their Professor, students in this class will design, develop, and complete a comprehensive project in Information Technology Management. The purpose of this project will be to demonstrate the student’s ability to evaluate, assess, and synthesize the graduate-level learning obtained in the Master of Science in Information Technology Management program.

ITM 603 Foundations of Information Systems This course will introduce students with scholarly research on information technology management and organizations. Students will discuss the trends in information systems (IS) research with a historical perspective. Students will be exposed with classic theories, methodological approaches, and streams of research covered in the major academic journals in the IS literature. This course is designed for an advanced student in the doctoral program in Business Administration with the concentration in Information Technology Management.

ITM 604 Seminar in Information Systems This course will explore the current academic research of the impact of information systems on the global market and society. Students will also learn modern research methods in data collection and analysis. This course is designed for an advanced student in the doctoral program in Business Administration with the concentration in Information Technology Management.

LOG 301 Introduction to Supply Chain Management Supply Chain Management (SCM) deals with managing the flow of goods, services and information along a supply chain to include the business strategy, information flow and systems capability. This course introduces you to supply chain management. It examines the various areas of supply chain management, including supply chain design, production scheduling, and distribution considerations. Specifically it will look at the network of facilities and distribution options that perform the functions of procurement of materials, transformation of these materials into intermediate and finished products, and the distribution of these finished products to customers.

LOG 302 Operations Management Control Operations management focuses on carefully managing the processes to produce and distribute products and services. This course is a survey of the decision processes in production and operations management and their relationship to other business functions. Topics include project and resource planning and scheduling, inventory management, materials requirement planning, quality and maintenance management, capacity planning, facilities layout, and process improvement. There is particular emphasis on the systematic use of information to maintain the efficient flow of materials, utilization of people and technology, coordination with suppliers, and communication with customers.

LOG 401 Introduction to Global Logistics Management Logistics is fundamentally that area charged with the management of time, distance and information for the company, whether it deals with goods or services. It is considered to be one of the principal activities necessary to meet the challenges of globalization and the interconnection of business activity. This course introduces you to the changing and increasingly important role of logistics in the global business arena. You will explore the areas of inventory planning and management, supply chain integration, transportation and distribution, and warehousing; logistics information systems architectures and implementation strategies; and logistics organization design alternatives.

LOG 490 Capstone in Logistics This course integrates topics introduced in previous courses in the Logistics concentration and explores selected topics in greater detail. Topics to be addressed will include; the impact of information technology on logistics management, methods of benchmarking performance of logistics systems components, just-in-time and other inventory management systems, carrier selection criteria, and the interplay between logistics and both marketing and production management.
LOG 501 Managing the Supply Chain Supply Chain Management (SCM) deals with managing the flow of goods, services and information along a supply chain to include the business strategy, information flow and systems capability. This course looks at the fundamental skills and knowledge required for successful supply chain management. It examines the various areas of supply chain management, including supply chain design, production scheduling, and distribution considerations. Specifically it will look at the network of facilities and distribution options that perform the functions of procurement of materials, transformation of these materials into intermediate and finished products, and the distribution of these finished products to customers.

LOG 502 Managing the Global Logistics Chain This course is concerned with managing global logistics systems; systems that enable raw materials and manufactured products to move from producers to consumers throughout the world as efficiently, safely and economically as possible. Throughout this course there will be an emphasis on the factors that make global logistics management different from logistics management within a single country. These factors include requirements and regulations of separate national governments, as well as those of international agencies. Consideration is also given to the impact on global logistics systems of differing national transportation infrastructure resources and of different national cultures.

LOG 503 Managing Logistics Operations This course focuses on managing the processes to produce and distribute products and services. It examines the decision processes in production and operations management and their relationship to other business functions. Topics include project and resource planning and scheduling, inventory management, materials requirements planning, quality and maintenance management, capacity planning, facilities layout, and process improvement. There is particular emphasis on the management of the information to maintain the efficient flow of materials, utilization of people and technology, coordination with suppliers, and communication with customers.

MAE 500 Current Issues in Technology and Learning This course provides students with the opportunity to identify and examine current issues involving the utility of prevalent technologies as a means to foster student learning. Technologies to be examined include mobile technologies, as well as Web 2.0 applications. The implications that technological advancements have for the design of e-learning environments will also be examined. Students will also have the opportunity to identify and further examine a series of issues involving the utility of particular technologies of professional interest via the development of an “Issues in Technology & Learning” scrapbook.

MAE 501 Research and Effective Teaching The purpose of this course is to introduce the student to the various research paradigms, designs, methods, and interpretation used in education to attract and retain the best educators, to improve their performance on their teaching, and to enhance their satisfaction at work setting. The student will explore the application of the research as they relate to an educational environment. The student will demonstrate mastery of these skills through the completion of a session-long project.

MAE 502 Psychological Foundations of Learning This course provides an overview of education and learning - spanning from classical paradigms to current pedagogical theory and research. Pedagogical theory and current research form the basis for the critical examination of individual beliefs about learning and subsequent teaching practices.

MAE 503 Instructional Design Models This course explores the foundational theories of learning and instruction, and provides opportunities to investigate models of instructional design. Attention is given to understanding the process of learning, developing and implementing an instructional plan, using technologies to support instruction and learning, and assessing the effectiveness of instruction and learning.

MAE 504 Research Methods in Education This course is designed to provide a foundation whereby students gain an understanding and appreciation of the field of research in education, and have sufficient knowledge and vocabulary necessary to develop the principles and techniques. Thus the intent of the course is to make the student an intelligent "consumer" of research and to give an appreciation for the importance and utility of research. Emphasis will be placed on mastering the content related to the statistical concepts used by educational researchers in the broader context of one’s professional work.
MAE 505  **Curriculum Development Practicum** This course will focus on the interrelationships between curricular content, instructional strategies, and assessment methods that underpin the process of curriculum development. Implications of differences within and among these factors are closely examined through the analysis and development of appropriately aligned and coherent curriculum documents.

MAE 506  **Law and Ethics in Education** This course will explore education law and ethics with a focus on topics including the Elementary and Secondary Education Act, students with disabilities, sexual harassment and violence on campus. The course will also survey legislative enactments and cases having a major impact on professional practice of teachers and education leaders in the United States.

MAE 507  **Strategic Educational Leadership** The course focuses on strategic leadership, specifically in the context of the educational setting. The course examines contemporary leadership theory, with emphasis on transformational and transactional leadership styles. Students evaluate school reform from the perspective of creation, communication, and implementation of a school vision. All facets of educational leadership are analyzed from both a theoretical and practical context.

MAE 508  **Cultural and Cross Cultural Perspectives in Education** This course provides an overview of essential concepts related to culture and cross-cultural perspectives. Linkages between theory and practice in multicultural education are emphasized. The overreaching goal of this course is designed to develop culture awareness, and promote intercultural understanding in order to function effectively in a multicultural educational setting.

MAE 509  **Strategic Educational Leadership Change and Transformation in Educational Organization** The focus of this course is on the strategies, models, and policies that facilitate change within Pre K-12 educational organizations. Students will explore the application of this knowledge as it relates to pedagogical and political reform initiatives. Special emphasis will be given to issues relating to leadership styles, community and parental involvement, and professional development. Students will have the opportunity to apply their knowledge in these areas through the completion of an individualized session-long project.

MAE 510  **Information Systems in Education** This course explores the components of a quality information system; key Education information systems in world communities at the national, state/province, and district levels; and e-services provided to teachers, administrators, parents and the community by the school district. Impacts of information systems on education policies and classroom instruction are investigated.

MAE 511  **Negotiation Strategies for Educational Leaders** This course is intended for students wishing to enhance their knowledge and better their understanding of the negotiation process. The underlying human behavioral and substantial factors, that separate two conflicting sides, and how negotiations attempt’s to bridge these differences in order to reach an agreed solution.

MAE 512  **Constructing and Maintaining a Web Site** The purpose for this course is to learn how to construct and maintain a web site. The historical development of the Internet and the World Wide Web is reviewed, and the process for publishing web pages to the World Wide Web is reviewed. Hands-on applications include using free software to develop web pages that include text, graphics and multimedia.

MAE 513  **Teaching and Curriculum Development in Higher Education** This course focuses on factors that shape instructional practices and curriculum development within various contexts of higher education. Factors to be examined include; (a) institutional/program missions and philosophies, (b) accreditation policy, and (c) pedagogical trends. Implications of differences within and among these factors are examined from a theoretical and practical perspective.

MAE 514  **Infusing Technology into the Classroom** This course focuses on the various ways in which practicing teachers can incorporate technology into the K-12 classroom as a tool to foster constructive, higher-order, critical thinking skills among students. Technology integration models and applications are critically examined from both a practical and pedagogical perspective. An emphasis is placed on overcoming existing barriers in the classroom that can deter best practices with technology integration. Students will have the opportunity to develop a proposal for technology integration for a given school / district.
MAE 515  Assessment in Higher Education  Discussion of the methodology and approaches to assess the implementation and outcome of Higher Educational programs.

MAE 516  Case Studies: Putting Policy into Practice  This course will provide a problem-solving perspective on common policy implementation pitfalls of technology in the classrooms. We will critically discuss relevant national, state, and district policy initiatives. We will critically discuss the relationship between policy and practice, which will include but not be limited to issues of equitable access, adequate technical support, teacher training, and acceptable use. Case studies, which illustrate both barriers and successes, will serve to guide our analysis of how best to overcome common problems.

MAE 517  Higher Education Management  This course provides opportunities to explore strategies and practices for managing higher education enterprises in the areas of assessment (institutional effectiveness), budget and expenditures, information and data, academic and program planning and enrollments. The impacts of national and state coordinating, governing and accreditation boards on institutional management are investigated. Professional organizations for higher education managers are reviewed.

MAE 518  Enrollment Management Seminar  This course will provide a comprehensive overview of the foundational principles and prevalent practices of enrollment management. A special emphasis will be placed upon issues of recruitment, retention, persistence and success, and organizational structure.

MAE 519  Foundation of E-Learning  This course will focus on various factors that have prompted and perpetuated the rapid proliferation of e-learning. Factors to be examined include: (a) technological advancements, (b) pedagogical trends, and (c) societal needs. The extent and manner in which the interrelationships between these factors have shaped the current and future status of e-learning courses and programs will be explored.

MAE 520  Introduction to Adult Education  This course provides students with an overview of the contemporary issues in the field of adult education and major historical trends in this area. Topics to be examined include foundation of adult education, adult learning theories, adult literacy, and adult and continuing education. Implications for learning in the workplace will be examined throughout the course.

MAE 521  Management of E-Learning programs  The focus of this course is on the management of e-learning programs - from a technical, pedagogical, and social perspective. The specific facets of e-learning that will be examined include management systems/platforms, e-learning content and program design, and issues of accessibility and cultural diversity. The management of e-learning programs will be juxtaposed to foundational concepts and principles of management. Mastery of these skills will be demonstrated through the completion of a session long project.

MAE 522  Curriculum Development in Adult Education  This course provides students with an overview of the contemporary issues in the field of curriculum development in adult education. Topics to be examined include history and theory, design models and organization, development and implementation, evaluation styles, and research and practice. The future of curriculum development in adult education is explored.

MAE 523  E-Learning Course Design and Curriculum Development  This course will focus on introductory aspects to course design and curriculum development. Both conceptual and technical aspects will be covered. Design and development topics covered include conducting a needs analysis, instructional design, interface design, development and evaluation. Practicum exercises will support the course content providing hands-on experience.

MAE 524  Adult Development and Learning  This course uses four basic assumptions about adult learners as starting point to examine the biological, psychological and cognitive development of an adult learner. Based on an understanding of these aspects of adult development, the contexts in which adult learning take place and the broader social implications of adult education will be explored, throughout this course.
MAE 525  Quality Assurance in Higher Education Systems  The course is focused on representative topics in the definition, management and measurement of quality in higher education, primarily in the USA and the UK. It examines current issues in this field, with the aim of providing insights into and a nuanced understanding of these issues, contextualized within political, social and economic systems that add their own pressures to those of the academy itself in differentiating standards from quality, and in the measurement and enhancement of both.

MAE 526  Foundation of Training and Development  This course will explore the foundation of training and development with a focus on topics including necessity of training and development, the professionalization, Quality management, designing programs of training and evaluation of training.

MAE 528  Developing Reading and Writing Instruction in Elementary School  This course provides an overview of essential theory and effective classroom practice related to reading and writing instruction. The content included focus strongly on research related to early reading and writing instruction: phonics, phonemic awareness, vocabulary and reading fluency and balanced reading program.

MAE 530  Presentation Skills for Trainers  This course is based on adult learning theory and the presentation skills are drawn from best practices in academic curriculum design, learning styles applications, active learning strategies, learner-centered instruction, and training. The course is designed to enhance the skills required to effectively plan and deliver a successful presentation in a training environment. The course addresses the pre-planning and organization of a presentation, the physical and psychological factors involved in the delivery of a presentation, development of a presentation, memory and retention, the role of supporting information and visual aids (e.g. statistics, examples, expert opinion), how to handle questions, objections and interruptions. This course is for people with limited to moderate experience in presentation skills.

MAE 531  Foundations for Early Childhood Development.  This course surveys currently theories for educating the young child, along with their practical applications. Curriculum and materials will be examined and evaluated as related to state standards and a developmentally appropriate approach to the Essential Knowledge and Skills.

MAE 533  Physical Motor, Perceptual and Moral Development of Children 0-8  This course deals with the exploration of physical growth and development of children in relation of development of gross motor skills, psycho-motor skills and perceptual abilities. Environmental factors such as growth rate, individual potential, cultural, social and emotional factors will be studied. Moral development theories of Piaget and Kohlberg and research findings related to parenting styles. Behavioral, cognitive, and emotional maturity will be examined separately and in an integrated fashion. Body image, gender differences and competition will be considered.

MAE 535  Administration of Child Development Centers  The course examines the components necessary for planning, operating and evaluating programs dealing with early childhood. The course emphasis is on practical application of administrative theories to develop and operate a child care facility. The Session Long Project will include: feasibility, statement of philosophy, goals, objectives, budgeting, policies and procedures manual, staff manual and evaluation plan, while using the governmental and state rules and regulations.

MAE 536  Special Topics in Training and Development  This course provides students with guidance for enhancing adult training programs responsive to the challenges of sustainability in our world system. Through the case studies with in-depth discursive critiques of selected situations, students develop insights into the range of methods and strategies employed in contexts of training programs. Special topics to be examined include a Strategic planning of training/education in larger change-promoting systems which will be explored through the session long project.

MAE 541  Acquisition of English as a Second Language  The purpose of this course is to introduce the theory, research and implication that has addressed what constitutes effective pedagogy for the acquisition of a second language (L2) in a classroom context. The theory and principles that can provide a guideline for designers of language curricula and for classroom teachers.

MAE 543  Preventing Reading Difficulty in Young Children  This course provides an overview of the issues in working with students who have reading difficulties. This course will focus on the study of reading difficulties, preventing reading difficulties, instructional strategies and how to help children with reading difficulties.
MAE 545  **Children's Literacy Assessment** This course will focus on the study of children's literacy in kindergarten through third grade with an emphasis on children's literacy and assessment. We will discuss children's development on reading and writing, children's books, then discuss factors influencing children's reading and writing and comprehensive literacy assessment.

MAE 551  **Instructor Training Techniques in Aviation** This course provides students with an overview of the contemporary issues in instructor training techniques in aviation. Topics to be examined include foundations of adult education as they apply to flight training; adult learning theories used in flight training and continuing education requirements in the aviation field.

MAE 553  **Simulation Systems in Aviation Education** This course provides students with an overview of the contemporary issues in synthetic flight simulation in flight training. Topics to be examined include the history of simulation in flight training, current trends in flight simulation, and research in the effectiveness of synthetic flight simulators in flight training.

MAE 555  **Aviation Safety Education** This course provides students with an overview of the contemporary issues in aviation safety training. Topics to be examined include the history of aviation safety training, current trends in aviation safety education, and the theories and related research associated with aviation safety.

MAE 557  **Current Research in Aviation Education** This course provides students with an overview of the contemporary issues in aviation education. Topics to be examined in this course will focus on current trends in aviation training with a focus on relevant research and theoretical underpinnings in the field.

MAE 589  **Capstone Integrative Seminar in Aviation Education** Development of a comprehensive individual portfolio that reflects synthesis, integration and application of previously acquired knowledge in the concentration. Each student submits a PowerPoint presentation that gives an overview of the portfolio.

MAE 590  **Integrative Seminar in Child’s Literacy Development** The final course in the Master of Education with a concentration in child’s literacy development is the culminating learning experience for the degree. It focuses on concepts addressed throughout the program of study, which will give students the opportunity to synthesize, integrate and apply their understanding of content that they gained throughout their program of study. The course will culminate in development of research-based child’s literary teaching philosophy, and presentation of a portfolio.

MAE 591  **Capstone Integrative Seminar** This capstone course is designed to give students the opportunity to demonstrate their ability to synthesize and apply knowledge and skills acquired throughout their program of study via the development of a research-based teaching philosophy. Pedagogical insights and understandings will be enhanced via the development of an annotated bibliography of the current scholarly research literature focusing on a particular aspect of instruction and / or a prevalent issue facing educational leaders in today’s educational system

MAE 593  **Capstone Integrative Seminar in Higher Education** Development of an individual portfolio that reflects synthesis, integration and application of previously acquired knowledge. Each student submits a comprehensive power point presentation that gives a quick overview of the portfolio. This project should reflect that of a placement portfolio with a self assessment purpose.

MAE 594  **Capstone Integrative Sem. in E-Learning** Development of an individual portfolio that reflects synthesis, integration and application of previously acquired knowledge. Each student submits a comprehensive power point presentation that gives a quick overview of the portfolio. This project should reflect that of a placement portfolio with a self assessment purpose.

MAE 595  **Capstone Integrative Seminar in Ed. Leadership** This course provides students an opportunity to develop of an individual portfolio that reflects synthesis, integration and application of previously acquired knowledge during the degree program. Each student submits a comprehensive power point presentation that gives a quick overview of the portfolio as a ready-made tool to present them as a professional.
This project should reflect that of a placement portfolio with a self assessment purpose. Also students will experience in researching the critical issues in the concentration area in Educational Leadership and Administration.

**MAE 596  Capstone Integrative Seminar in Training and Development** This course provides students an opportunity to develop an individual portfolio that reflects synthesis, integration and application of previously acquired knowledge during the degree program. Each student submits a comprehensive power point presentation that gives a quick overview of the portfolio as a ready-made tool to present them as a professional. This project should reflect that of a placement portfolio with a self assessment purpose. Also students will experience in researching the literature in their concentration area in Training and Development.

**MAE 597  Capstone Integrative Seminar in Child, Family and Community** The Capstone Integrative Seminar in Child, Family and Community is designed to give students the opportunity to synthesize, integrate, and apply the knowledge and skills gained throughout their program of study. The course culminates in the development of an individual portfolio, professional resume, and research-based teaching philosophy. These products reflect students’ exploration of diverse family and parental roles, community and societal influences on children and families, and the impact of legislation and public policy on the science and art of teaching. Through these analyses, students are afforded the opportunity to process and assimilate the concepts presented throughout the program and to examine their implications in light of students’ own beliefs about how they might function most effectively in their careers in Early Childhood Education.

**MAE 598  Capstone Integrative Seminar in Adult Education** The final course in the Master of Education with a concentration in Adult Education is the culminating learning experience for the degree. It focuses on concepts addressed throughout the program of study, and ability to synthesize, integrate, and apply knowledge from prior classes. The student has the opportunity to develop a comprehensive capability to apply theory and research to education practices through: identification of a pressing issue in adult education, organize an argument on its relevance and impacting external influences, apply current research and theory, critique solutions, and project future implications of this issue for the field of Adult Education.

**MAT 101  College Mathematics** This course covers the basic concepts and skills of mathematics needed in business administration and health sciences. Specific topics include finite mathematics, sets of numbers, functions and limits of functions, graphing, linear equations, and exponential and logarithmic functions. This course is specifically designed for those who have not taken a math class in a long time, as the basic concepts are highlighted and taught.

**MAT 106  Discrete Mathematics** This course introduces students to formal reasoning, fundamental mathematics concepts and tools with emphasis on their applications to computer science. Course topics will include counting rules, set theory, logic, functions, graphs, and trees.

**MAT 150  College Algebra** College Algebra provides students with fundamental concepts and extensive practice in the concepts required as background for Pre-Calculus and Calculus. The course emphasizes the graphs and properties of functions in general, with emphasis on linear, quadratic, polynomial, rational, exponential, and logarithmic functions.

**MAT 201  Basic Statistics** This course covers the basic concepts and skills of statistical analysis needed in business administration. Specific topics include measures of central tendency, probability distributions, sampling theory, estimation, hypothesis testing, simple regression and correlation, analysis of variance, multiple regression, and introduction to non-parametric testing.

**MAT 202  Advanced Mathematics** This course on advanced mathematics has a heavy emphasis on calculus, which is widely used in the social and natural sciences for a wide variety of purposes. One of the main topics is the derivative, which is used for optimizing various problems including maximization of profits or increasing efficiency of various mechanical operations. Another topic is integration, which has numerous real world applications as well.
MAT 275  Linear Algebra This class will cover the basics of linear algebra, with the emphasis on applications towards business and technology management. Specific topics covered include matrix operations, systems of equations, determinants, Cramer's Rule, eigenvalues, and eigenvectors. Case assignments will focus on mathematical problems and concepts. A session long project will be required that emphasizes a specific application of linear algebra.

MGT 280  Management Principles The purpose of this course is to explore contemporary management theory. Students will acquire skills to further enhance managerial decision making. Business, government and nonprofit organizations are explored in the context of managerial decisions.

MGT 281  Management and Organization The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior. Students engage in analysis of leadership, teamwork, career development, and empowerment. Emphasis is on the business environment; interpersonal and intergroup processes and relationships in organizations.

MGT 282  Human Resource Management Principles This course addresses the managing human resources. Issues of recruitment, compensation, training, performance appraisals, benefits administration, and workplace diversity will be explored.

MGT 301  Principles of Management The purpose of this course is to explore contemporary knowledge in management and to develop and to improve managerial skills. The course focuses on three broad tasks of management: managing strategy, managing structure, and managing people. Students will develop skills in strategic planning, operational design, and using change as a positive force. While students may choose not to enter the ranks of management, everyone is impacted by managerial decisions, whether at work, through government, or in social organizations. A better understanding of managerial tasks and processes can benefit all organizational participants, managerial and non-managerial alike. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.

MGT 302  Organization Behavior and Teamwork The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior introduced in earlier courses to enable the student to identify and resolve behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations.

MGT 401  Leadership and Change The purpose of this course is to explore the role of leadership within an organization and its pivotal impact in facilitating and managing organizational change. The students will explore opportunities to apply this knowledge in the development of his/her potential for becoming an effective organizational leader within a global context. The course will include such topics as: basic leadership theory and models, globalization and strategic planning, leadership succession and human resources, leadership’s role in organizational change and development, and the nature and role of internal and external stakeholders in relation to leading organizational change. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project, approved by the professor.

MGT 402  Customer Service Management The purpose of this course is to introduce the student to the various components of internal and external customer service management. The course topics include: buyer behavior, customer relations, customer participation in the planning and building of the product, and outsourcing issues. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.

MGT 403  Entrepreneurship The purpose of this course is to learn the basic activities required to successfully start, manage and expand the entrepreneurial enterprise. Topics include generating entrepreneurial ideas, assessing the potential of new ventures, developing viable business plans, attracting capital, managing the enterprise, and taking the business public. Legal, regulatory, ethical and global issues associated with new ventures are also discussed. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.
MGT 407  Principles of Human Resource Management This course addresses the challenges of managing human resources in a way that helps to create a sustainable competitive advantage. Issues of recruitment, compensation, training, performance appraisals, benefits administration, and workplace diversity will be explored. Special attention will be paid to global human resource issues.

MGT 411  Advanced Topics in Human Resource Management This course examines advanced topics in human resource management including: compensation (salaries, benefits, pay for performance, and bonuses), worker's compensation, risk management, and managing workplace safety and health.

MGT 412  Human Resource Management and Law The purpose of this course is to introduce the student to federal, state and local laws governing the relationship between employer and employee. The course will expose the student to the regulations governing employment practices including background checks, discrimination, employee records, retention, employee compensation and benefits, disciplinary action and termination. The student, through the completion of a session-long application project will demonstrate mastery of these skills.

MGT 420  Power, Influence, and Persuasion While all members of organizations use power and influence in varying degrees and ways, tacitly and explicitly, leaders routinely employ power to direct and influence the activities of others. This course will cover the sources and use of power, including the role of power in motivating others; the consequences of different types of power; and political processes, strategies and tactics – including persuasion. The goal of the course is to teach students how to effectively navigate the political environment of business organizations.

MGT 422  Decision-making for Leaders This capstone course is organized around the Four Frameworks for Leadership: The Bolman/Deal Model. As an integrative capstone, students will assess leadership methods from the point of view of four different frameworks: Structural, Human Relations, Political, and Symbolic. Circumstances determine which method(s) is/are optimal. Using the knowledge gained from the foundational courses in the concentration, students will use a contingency approach to determine the most appropriate framework in key areas of management work.

MGT 490  Capstone in General Management This capstone course in organizational analysis emphasizes a systems approach to management. Managers perform their jobs within complex social systems, and this course emphasizes the interdependence of key organizational subsystems (financial/information/production systems, structure, staff, culture, strategy, goals, and operational competencies) in a project-oriented environment. Topics covered include systems theory, a diagnostic model for organizations, and an analytic framework for conducting an integrated analysis.

MGT 491  Capstone in Human Resource Management This capstone course in HRM emphasizes the strategic importance of Human Resource Management in organizational decision-making. This course covers the role of human resource management in strategic decision making, managing growth and downsizing, managing work flows and productivity, international HRM, evaluation of HR systems, and the future of Human Resource Management.

MGT 492  Capstone Course in Leadership Concentration This capstone course is organized around the Four Frameworks for Leadership: The Bolman/Deal Model. As an integrative capstone, students will assess leadership methods from the point of view of four different frameworks: Structural, Human Relations, Political, and Symbolic. Circumstances determine which method(s) is/are optimal. Using the knowledge gained from the foundational courses in the concentration, students will use a contingency approach to determine the most appropriate “framework” in key areas of management work.

MGT 493  Capstone in Management/Leadership This capstone course in Management/Leadership integrates concepts from a systems approach to management and emphasizes the interdependence of key organizational subsystems (financial/information/production systems, structure, staff, culture, strategy, goals, and operational competencies) in a project-oriented environment. From a leadership perspective students will assess leadership methods from the point of view of four different “frameworks”: Structural, Human Relations, Political, and Symbolic. Students will use a contingency approach to determine the most appropriate “framework” in key areas of management work.
MGT 499  **Strategic Management**  This course is an examination of the entire range of the strategic management concepts. It studies the full set of commitments, decisions, and actions required for a firm to achieve strategic competitiveness and achieve positive operational results. Mastery of strategic management skills will be demonstrated by the student through the completion of a session-long application project.

MGT 501  **Management and Organization Behavior**  The purpose of this course is to introduce the student to the study of individual and group behavior within organizational contexts. Emphasis is placed on differing perspectives from which such behavior can be viewed. The course will include such topics as: Job satisfaction, motivation, conflict management, leadership, organizational culture, organizational change, structure, and stress management. The student will also have the opportunity to explore and sharpen his/her own balance of managerial skills and abilities through a cumulative series of assessment exercises keyed to module topics and focus.

MGT 503  **Advanced Entrepreneurship**  The purpose of this course is to study successful enterprises and model the skills required to run a successful business enterprise. Topics in this intensive interactive course include opportunity recognition, estimating market potential, developing financial, market, and management plans, raising capital, planning for sustainable profitability, positive cash flow and growth, ethical and global issues, and, the induction and integration of information technology into the firm. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.

MGT 506  **Strategic Leadership**  The purpose of this course is to develop the applicable organizational skills to function as a leader in an organizational setting. It centers on the particular traits needed to develop a global perspective and to bring together the necessary multicultural business alliances in order to lead an organization in the new century. Students will explore various leadership theories and models, leadership across cultures, visionary leadership, leadership ethics and attributes, organizational change/development, and, the role of the leader in establishing organizational culture and facilitating change.

MGT 508  **Leadership of Teams**  This course examines the various theories of organizational behavior and teamwork and develops techniques to implement these theories into the contemporary management process. The focus of the course is on developing a management team that makes a greater contribution to the organization than the sum of the individual managers. Because this course involves a term-long virtual team project, internet access is necessary.

MGT 509  **Human Resource Management**  This course examines the management of human resource activities in a way that helps to create a sustainable competitive advantage. Issues of recruitment & selection, compensation, training & development, workplace diversity and the relationship of HR activities to overall organizational effectiveness will be explored. Students will work on cases throughout the session as well as a session-long project that allows them to demonstrate their mastery of the course content in an applied setting. Special attention will be paid to global human resource issues.

MGT 511  **Advanced Topics in Human Resource Management**  This course examines advanced topics in human resource management that have been introduced in other HRM courses. For example, topics discussed more in depth in MGT511 may include change management, HRM outsourcing, strategic HRM, work-life issues, job study processes, job evaluation, market pricing and/or growth management. Topics included in this course may change from term to term.

MGT 515  **Customer Relationship Management**  The purpose of the course is to study how firms identify the service needs of consumers through research, customer participation in the planning and building of the product, the impact of environmental variables on the services offered, customer relationship management, buyer behavior, outsourcing issues, and the application of the principles of 6s to customer service including: returns, refunds, and adjustments, checkout time, delivery and store hours, employee attitudes, and measuring improvement in customer service. Students will review and develop plans for customer relationship management. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.
MGT 516 Legal Implications in Human Resources The purpose of this course is to examine the legal implications that Human Resource Managers need to be aware of and to factor into every day functions. Students will be introduced to recent updates in federal and state legislation that impact various facets of HRM. Additionally, there will be strong emphasis on managing in an inclusive environment, with both diversity and discrimination issues discussed. Union organizing and total rewards round out the course topics. Students will be asked to demonstrate and apply their understanding of these topic areas to practical issues related to effective HRM.

MGT 599 Strategic Management This advanced course examines the formulation and implementation of organizational goals and objectives with regard to the firm’s financial position, marketing capabilities, and human resources. Topics include company mission - vision, environmental scans, and competitive benchmarking. Mastery of strategic management skills will be demonstrated through the completion of a session long application project.

MGT 607 Strategic Management This Ph.D. level seminar in strategic management focuses on an overview of the field. The basic literature and research is examined. This course focuses upon scholarly works as the basis of study, and as such, the student will also be required to conceptualize and write a scholarly research proposal in strategic management.

MGT 699 Special Topics in Management This course will address research in various specialized areas of management, which may include ethics, social cognition, and conflict management and negotiation, as well as various other topics covered in the major academic management journals. This course is designed for an advanced student in management who plans on pursuing a management-related dissertation.

MHA 506 Health Care Systems Organization This course will expose the students to the various functional departments within a typical healthcare delivery facility. More specifically, students will develop an understanding of the roles and responsibilities of healthcare practitioners working within these departments; the contributions these departments make in the provision of healthcare; and how these departments interact with one another.

MHA 507 Health Care Delivery Systems The goal of this class is to provide an overview of major issues related to the design, function, management, regulation, and evaluation of the US healthcare delivery system. The focus will be placed on managed care organizations, integrated delivery systems, accountable care organizations, and patient centered medical homes. The main learning objective of this course is to prepare students as managers, policy analysts, public health advocates, or researchers working with or within the health care delivery system.

MHA 599 Health Administration Capstone Course MHA 599 is the capstone course of the Master of Science in Health Administration, and as such is based on the required core courses of the degree program. The culminating experience entails synthesis and integration of all previously learnt materials, but is focused on implementation to and within a real-world healthcare (service oriented) setting. Students will prepare an integrated and comprehensive final paper.

MHD 502 Health Through the Life Span The purpose of this course is to study human development and aging as normal processes of the life cycle. Demographic and epidemiological trends with respect to aging will be examined. Common diseases of aging and their impact upon caregivers will be explored. Health behavior theory and health education planning models will be introduced and applied in the context of chronic disease prevention.

MHD 504 Health Promotion, Program Planning, Design and Evaluation The purpose of this course is to teach students how to plan, implement, and evaluate health promotion programs in various settings. Needs assessment methods, planning models, goals and objectives setting, strategy selection, data collection, and quality and evaluation issues will be addressed.

MHD 506 Cultural and Cross-Cultural Perspectives in Health This course provides the learner with a structural model through which cultural competency can be obtained. The learner is taught how to learn about culture through the use of a framework which considers broad areas of culture. The learner can then use the framework with any culture of his or her choosing. The learner obtains experience with using the framework, discerning relevant and appropriate sources of information about different cultures and is guided to an understanding of culture in terms of difference as opposed to hierarchy imposed by ethnocentrism.
MHD 508  Health Behavior and Change  In this course, theory and applied concepts of health behavior change are introduced to the health educator. Current epidemiological findings pertaining to health behaviors as well as the different models and theories of health behavior from the perspective of individuals, organizations, communities, and society are explored and discussed.

MHD 521  Perspectives in Community Health Education  The course presents an overview of community health practices, healthy communities, Healthy People 2020, school-based health programs and services, power of prevention on controlling chronic diseases and improve quality of health, and role of public and community health nutritionists as community health educators.

MHD 531  Aging & Health Education  The course explores the demographics and ethnic changes in the U.S. elderly population, and important physical and mental health concerns at older ages. Behavioral aspects related to better health and disease prevention, and implications for health education and promotion are discussed. Students will analyze and discuss various health promotion, health education, and disease prevention programs designed for older adults.

MHD 541  Mental Health & Society  This course overviews the history of mental health and mental illness as concepts in society in both the lay and professional spheres. It examines the current perspectives on and systems of classifying and treating mental illness. Research and theory relating to onset, course and recovery from mental illness will be examined and evaluated. The course also introduces the student to community and public mental health principles and practice and as well as the roles and functions of public health officials and policy makers. The student will learn about philosophies of prevention in all its phases. The relationship of mental health to physical health, and social, cultural, political and other forces will be examined. The public health and socio-economic consequences of mental illness will also be explored.

MHD 551  Teen Age Pregnancy & Early Parenting  This course presents an introduction to psychosocial and cultural issues related to early pregnancy and parenting as prevention and support issues for teens seeking to delay sexual activity or prevent pregnancy. The student will gain an understanding of the psychological issues of modern adolescents in terms of biological, social and cultural forces that influence teen mental health and behavior. The course will also include sociological and historical information about early pregnancy and parenting. It is intended that this information will be relevant and useful to professionals in the health sciences including direct service providers, administrators and educators. This course is presented from a practical, pragmatic and non-denominational stance. Your instructor understands that according to your conscience you may choose not to serve young people in facilities that provide abortion counseling or services. The information that is presented here is designed to help you educate teenagers to effectively prevent pregnancy - not to change your mind about an emotional topic like abortion. It is important to promote EFFECTIVE sexuality education in order to lower the rates of abortion, and that is part of the agenda.

MHD 561  Health Education Program Administration  Explores strategies for mobilizing and sustaining community support and partnership. Examines leadership and supervision styles. Considers approaches for optimizing health education program quality. Provides an introduction to the grant-seeking process as it pertains to health education programs.

MHD 599  Capstone Integrative Project  This is a culminating course for the core courses completed for the health education concentration. In this course, the student must develop and complete an individual project that reflects synthesis, integration and application of previously acquired knowledge in the field of health education/health sciences. Each student submits a comprehensive, scholarly power-point presentation along with the project paper.

MHE 503  Survey of Emergency and Disaster Management  Examine the multi-faceted issues of developing, planning, organizing, and managing disaster programs nationally and in internationally. Emphasis of the core components of disaster program will be included: hazard and vulnerability analysis, mitigation and prevention, preparedness, response, and recovery. The morbidity, mortality, and economic impact of disasters will be examined.
MHE 505  Issues of Terrorism  This course explores the issues of terrorism as they relate to the planners and administrators at the local level, state, and national level. This course will examine intentions and psychological profiles of terrorists, threat analysis, tactical/capability assessment, identification of likely targets, mitigation strategies, planning and policy issues, and technical aspects of chemical, biological, and nuclear weapons.

MHE 507  Bio-Terrorism  The events of September 11, 2001 and subsequent events such as the anthrax mail attacks not only heightened our concern but also demonstrated that the threats of nuclear, biological and chemical (NBC) weapons by terrorists are very real. This course presents a comprehensive overview of bioterrorism and bioweapons including an understanding of the threats and the challenges of preparedness and response. Prevention, control and response strategies will be addressed along with legal and policy issues. Participants will review and discuss articles and presentations by national and international experts, as well as the current counter-bioterrorism approaches.

MHE 509  Emergency Planning and Methodology  This course focuses on developing the fundamental foundation on which emergency and disaster plans are based at the level of local, state and federal government. Applicability of these plans to businesses and organizations are also discussed. Fundamental and advanced operational principles, policies, and issues involved in emergency and disaster management will be discussed in-depth. The importance of leadership, political, interagency and multi-jurisdictional issues will be emphasized.

MHE 510  Occupational Health and Safety  This course will cover many aspects of occupational health and safety. Occupational health and safety is specifically devoted to the management of occupational and environmental policies and practices to prevent injury and harm. The course will focus on strategies to prevent threats to human health in the workplace, such as traumatic injuries, musculoskeletal disorders, noise induced hearing loss, and exposure to harmful chemicals. Ergonomic safety, issues will be discussed, as well worker's compensation policies. Students will be introduced to organizations which research, manage, and regulate occupational health and safety.

MHE 511  Emergency Operations  This course examines the planning and execution of emergency operations, which requires extensive interagency cooperation. The roles of fire, police, emergency medical services and other public agencies and volunteer groups such as Red Cross will be examined. The fundamental operational principles involved in emergency and disaster management will be explored, including the identification of problems most typically encountered in the field and developing effective responses.

MHE 512  Disaster Relief  This course covers the purpose and organizational structure of the more effective relief organizations. The relationship between NGO relief organizations and government relief operations are presented. The mission and operation of relief efforts and how they relate to the National Response Plan and NIMS is discussed. This course will also provide the student with an understanding of the reasons for successful and unsuccessful relief operations; the relationship between various levels of government and international relief organizations; the donation regime to international and national relief efforts; and, the assessment of relief and recovery needs with a focus on developing and adequate public health response.

MHE 513  Risk Assessment and Epidemiology  This course examines the causes, effects, and distributional patterns of disasters. Epidemiologic methodology will be explored, including surveillance, loss estimation, risk factors as assessment, countermeasures for reducing losses, and evaluation.

MHE 514  Psychosocial aspects of Emergency and Disaster  Examines psychological and social issues of disasters and emergencies. The course will focus on emergency preparedness, the survivor of a disaster, post-traumatic stress disorder, psychological symptoms following trauma, including general anxiety disorder and stress. In addition, psychological aspects of terrorism will be examined.

MHE 516  Combating Terrorism  Examine the advanced aspects of multi-faceted issues related to the development, planning, organizing, and management of International and United States roles in Combating Terrorism. Core components of a disaster program include hazard and vulnerability analysis, mitigation and prevention, preparedness, response, and recovery. This course integrates these core components into the existing framework of international combating terrorism efforts. Additionally, the morbidity, mortality, and economic impact of Counterterrorism will be examined.
MHE 518  Education in Emergency  This course in emergency education examines the often times overlooked aspect to relief and recovery efforts for one of the most vulnerable segments of society, children. Emergency education examines institutional sustainability and positive social change dimensions to rebuilding and rehabilitating damaged schools, constructing new schools, building libraries and internet centers, technology, teacher training programs, teaching/learning, and promoting access and equality to education during times of negative hi-impact emergencies.

MHI 500  Introduction to Health Informatics  This course provides a multi-disciplinary introduction to health informatics. The course explores the nature of informatics in health care delivery and focuses on the clinical applications of information technology including hardware, software, systems, and conceptual models of information. Different data types and data models are explored across various functional aspects of health care disciplines. Focus is given to comparing and contrasting the various data types and data models of different health care disciplines and examining ways they may be integrated.

MHI 502  Information Systems in the Delivery of Health Care  This course focuses on the design, implementation and components of Health Care Information Systems. The course covers the history of Health Care Information Systems and examines the changing uses and expectations of these systems at each level of development. The course explores new options in technology and design, which will enable clinically driven Information Systems of the future. The needs of multiple health care disciplines are explored to understand how they can share and communicate patient information using integrated information and technology systems.

MHI 504  Systems Analysis for Health Informatics  The purpose of this course is to assist the student in understanding the components, process and tools used in understanding the necessary components of a health information system. The course will focus on the variety of approaches and tools available for systems analysis. Students will have experience with modeling tools and rapid prototyping tools.

MHI 508  Health Information Systems Security  This course will address security issues as they impact health information systems. Physical security of the hardware and software including redundancy, back up and restricted access will be discussed. Security and appropriateness of access will be addressed in terms of both hardware and software solutions. Data integrity, auditability and system integrity will be considered along with the unique problems, which result from network access. Solutions to these concerns will be discussed in terms of industry standards, those, which already exist, and those, which are still evolving.

MHM 501  Management and Organization Behavior  The purpose of this course is to introduce the student to the study of individual, group, and collective behavior within the context of an organization. The student will explore opportunities to apply this knowledge toward fulfilling the personal potential to become an effective organizational member and manager of people. The course will include such topics as: (a) personnel management; (b) management and administrative approaches; (c) leadership; (d) individual and group decision-making; (e) defining objectives and goals, and how to organize and restructure the organization to attain them. Mastery of this knowledge and application of these skills will be demonstrated by the student through the completion of a session-long application project.

MHM 502  Health Care Finance  This course focuses on the financing and reimbursement functions associated with health care in the United States. Health care finance refers to a system which collects funds from different sources, pools health and financial risks, allocates resources, and purchases goods and services. This course will follow the fund flow through three major health care financing mechanisms in the US health care system including Medicare, Medicaid, and private health insurance. Attention is paid to how funds are organized and what payment strategies are adopted. This course will prepare students with contemporary knowledge and analytical tools in health care finance that will enhance their capabilities and skills in health administration.

MHM 505  Introduction to Quality Assurance  This course provides a survey of Utilization Review, Utilization Management, Case Management, Total Quality Management and Risk Management. The student will explore the various elements and activities that healthcare organizations engage in to assess and ensure quality. The course will also explore the various aspects of the meaning of quality in healthcare as a basis for developing a commitment to improving quality.
MHM 506  **Health Systems Administration**  Examination of health care delivery and development issues.  Review and discussion of organizations, planning, regulations, manpower policy and patterns of service delivery across countries.  The course will explore the influence of cultural values, historical events, and political and economic patterns.  The role of government and non-governmental agencies in the operation of various systems is explored.

MHM 507  **Quality Assurance in Hospitals / Healthcare Organizations**  This course will focus on JCAHO Standards as applied to hospitals and healthcare organizations.  The student will explore the various elements and activities that hospitals and healthcare organizations engage in to ensure quality, on the organizational level in general, and on the functional levels in particular.  Specific attention will be put on ORYX - the integration of a continuous performance measurement in the accreditation process.

MHM 508  **Strategic Planning in Health Care**  Strategic planning is the process of making and implementing decisions concerning the use of resources to achieve an organization’s goals and to fulfill its mission.  This course examines the formulation and implementation of organizational goals and objectives with regard to the health care organization, into a cohesive strategy, and how all the components and resources of the organization should align with this strategy.  Mastery of strategic planning skills will be demonstrated through the completion of a session long application project.

MHM 509  **Quality Assurance in Managed Care**  This course will focus on quality Standards as applied to Managed Care.  The student will explore the various elements and activities that managed care organizations (MCO) engage in to ensure quality.  The student will focus on Access, Providers, Disease Prevention and Health Maintenance, Behavioral Health, and Care for Chronic Illnesses.

MHM 511  **Quality Assurance in Long Term Care / Nursing Homes**  Quality Assurance in Long Term Care/Nursing homes.  This course introduces students to the foundations of quality assurance in long term care facilities.  Students will explore issues and trends in aging, national issues regarding the quality of care in long term care facilities as well as federal, state and Joint Commission on Accreditation of Healthcare Organizations (JCAHO) regulations and standards for long term care.  The course provides special focus on evaluating quality and quality assurance techniques and programs in long term care facilities.

MHM 514  **Health Information Systems**  This course provides an in-depth knowledge of management information systems.  The student will develop the skills in the general management of information systems, the creation and management of databases and the use of computers in health care management and decision-making.

MHM 522  **Legal Aspects of Health Administration**  This course is designed to introduce the student to the issues and demands of the regulatory environment impacting health care.  The course will focus on risk management, abuse and fraud and public policy.  The role of the health care administrator in organizational compliance including licensing and institutional accreditation will be examined.

MHM 525  **Marketing in Health Care**  This course provides an overview of the foundations of marketing as they pertain to health care organizations.  Marketing topics of discussion will include: Market Segmentation and Targeting; Service / Product line; and the Marketing Mix.  Students will assess the marketing aspects of a healthcare organization of their choice, in a session long project paper.

MHM 535  **Hospital Administration**  The purpose of this course is to introduce the concepts of Hospital Administration.  Topics covered include: Delivery of Services, what makes hospitals for-profit or non-for-profit, marketing forces in managing hospitals, and Certification and Licensure.  The culmination of the course will be a session long paper, demonstrating the understanding and ability to critically discuss the issues pertaining to hospital administration.
MHS 523  **Principles of Environmental Health**  Environmental problems currently are at the center of national and international concerns. Improvement in and maintenance of the quality of the environment at various levels are necessary to insure the health of all living organisms, including humans. Preventing and controlling Environmental deterioration and preservation of ecosystem balance are critical to ensuring a sustainable natural world. This course is about the principles of environmental health. It addresses the principles of ecology and toxicology, water and wastewater management, solid and hazardous wastes, food protection, vector control and pesticides, noise pollution, radiation, air pollution and environmental regulations. It addresses environmental pollution and how it threatens human health and our natural systems. The course will also address pollution prevention and control strategies that may be used in public health to reduce the impacts of environmental pollution on human health and the environment.

MHS 525  **Food Protection**  This course is intended to present a thorough understanding of the principles of food protection and focuses on the science that provides the foundation for understanding food protection regulations. Potentially hazardous (PHF) and non-hazardous foods are discussed, as well as associated microorganisms. Practices of food workers and transmission of microorganisms and sources of chemical and physical hazards are also presented. The regulation of food processing and retail food establishments and its relationship to the science and principles of food protection will be discussed. The role of HACCP, facilities, equipment, and the operation and maintenance of food facilities will also be presented.

MHS 527  **Water Quality**  This course covers how to determine whether water is suitable for various uses based upon chemical, physical, and biological measurements. Federal laws governing drinking water and recreational water quality are critically examined. Techniques for groundwater remediation of are covered. Human health impacts of water contamination, and challenges of disease surveillance are explored. Focus is placed on tools that water quality managers apply in professional practice to protect public health, such as simulation models and waste load allocations.

MHS 529  **Housing**  This course is intended to present a thorough understanding of the basic principles of healthy housing and institutions. It focuses on the issues of housing and institutional related disease vectors and pests, rural water supplies and water quality, and on-site wastewater treatment. An important area of concern addressed in this course is the control of indoor air pollutants and toxic materials, including biological pollutants such as molds. The principle function and structure of a house will be studied, which includes electrical, plumbing, environmental barriers, heating and air conditioning, and ventilation systems. Hazards and issues related to residential swimming pools and spas are addressed. Housing and institutional regulations, including zoning, housing codes and building codes are also studied.

MHS 531  **Vector Control**  This course will address the control of insect and rodent disease vectors of public health significance. A detailed description of each insect and rodent vector and their habitat, both rural and urban, is presented. This course will also discuss the signs of a particular vector usually found when they inhabit a community. Methods of controlling each vector are discussed. A review of regulations and laws relating to vector control are also presented. The course will focus on the various methods of assessment and evaluation of vector control problems and how to organize and plan a community based vector control program. Methods of vector control assessment will also be presented.

MHS 533  **Wastewater Management**  This survey course presents the principles of wastewater treatment for municipal, septic and alternative residential wastewater systems. The course discusses the basic wastewater treatment processes (primary, secondary, and tertiary treatment). The physical, biological and chemical aspects of wastewater are also discussed. This course also covers Lagoons, Land Treatment, slow and rapid rate infiltration, disinfection, chlorine, Ozone, UV radiation, conventional septic tanks, absorption field and dispersal approaches. The effects of wastewater on water quality is also discussed.

MHS 535  **Noise Control**  This course focuses on the factors related primarily to community noise control that an Environmental Health practitioner would need to understand to control the effects of noise on the community and individuals subjected to excessive noise levels. This course presents how noise is transmitted and measured. Noise control techniques at the source, along the transmission path, and measures to protect the receiver, including the community, are also presented. The properties of sound, sound waves and the measurement of sound levels are also discussed.
Sound propagation in open air, enclosed spaces, hearing loss from noise exposure, effects of noise on speech, physiological effects, and noise as an annoyance. The regulation of noise at the local, state and national level is also presented.

**MHS 537 Industrial Hygiene and Occupational Health** This course covers the fundamental theory, principles and practices of industrial hygiene with topics that include the principles of industrial toxicology, recognition of chemical, physical and biological hazards, methods of evaluating hazards and methods of controlling hazards in occupational settings. The role of government regulations and their impact on the practice of industrial hygiene will also be examined. Specific applications in industrial and other occupational settings will be presented throughout the course.

**MIC 100 Microbiology** This course covers in-depth the morphology, structure, & function of typical bacteria, viruses and fungi. The classification of microorganisms and their characteristics and measurement of microbial growth examined. The physical and chemical control of the growth and viability of microorganisms are presented so that the student will understand the reasoning which forms the foundation of disease prevention and control in public health and medicine. Pathogenicity and immunology, as well as, host resistance and the immune response are presented. Microbial applications and industrial use in the modern world are presented.

**MIC 100L Microbiology L** This course includes two components, theory and lab. The course covers in-depth the morphology, structure, & function of typical bacteria, viruses and fungi. The classification of microorganisms and their characteristics and measurement of microbial growth examined. The physical and chemical control of the growth and viability of microorganisms are presented so that the student will understand the reasoning which forms the foundation of disease prevention and control in public health and medicine. Pathogenicity and immunology, as well as, host resistance and the immune response are presented. The laboratory component for this course covers aseptic technique, bacterial anatomy, morphology, and arrangement, growth media and patterns of growth. Students learn how to identify unknowns through laboratory testing.

**MIH 502 Introduction to International Health** This course is designed to explore the basic principles of international health. The types of agencies and organizations involved in international health, the impact of the environment and politics on health, as well as the relationship between health and human rights are explored and discussed.

**MIH 508 Health Policies in Developing Countries** The purpose of this course is to provide a thorough overview and understanding of the basic concepts pertaining to health policies in developing countries. Economics and political systems in various developing countries, roles and limitations of international organizations as well as vaccine policy issues in these countries are explored and discussed.

**MIH 512 Demography and Health** This course presents an overview of demography and population processes, including fertility, mortality, morbidity, and migration. Sources of reliable population data and the use of key data as status indicators, predictors and correlates are included. An in-depth study of factors which impact the rate of migration, the determination of a population's age/sex structure are also presented.

**MIH 514 Cross-Cultural Perspectives** This course provides the learner with a structural model through which cultural competency can be obtained. The learner is taught how to learn about culture through the use of a framework which considers broad areas of culture. The learner can then use the framework with any culture of his or her choosing. The learner obtains experience with using the framework, discerning relevant and appropriate sources of information about different cultures and is guided to an understanding of culture in terms of difference as opposed to hierarchy imposed by ethnocentrism.

**MIH 521 Health Program Evaluation** Explores methodology of evaluative research. Identification of relevant research questions, key stakeholders, data collection methods, outcomes, and ethical responsibilities of the research scientist are highlighted. Global and domestic health and social programs will be explored with an application on planning, formulating research questions, data collection measures, measurable outcomes, and standards for evaluation.
MIH 523  Disasters and Humanitarian Agencies  This course enables the student to become familiar with the multi faceted issues of planning, organization, management of disaster relief services. Emphasis on understanding of disasters and their implications on public health and economic issues. Prevention issues will be discussed nationally and internationally.

MIH 527  Environmental Health Assessment  This course explores the field of environmental health risk assessment and risk management with a strong focus on the manner in which it is used to protect human health and our fragile eco-system. The integration of science into the decision-making process to support the development of appropriate measures which lower the risk of exposure to various chemical and biological threats to human health are presented within an environmental health risk management framework. This course also discusses the limitations of risk assessments, multi-source context issues and the characterization and analysis of risks.

MIH 543  Perspectives on Abuse Violence  The course will discuss violence as a global issue. The various forms of abuse and violence (child abuse, elder abuse, violence against women, war and ethnic violence) and their implications for health are introduced and assessed in various environments. Students will also develop educational programs addressing specific forms of violence.

MIH 599  Culminating Project  Development of an individual project that reflects synthesis, integration and application of previously acquired knowledge in the MSHS program in International Health. Each student submits a comprehensive, scholarly project paper and provides a presentation via PowerPoint.

MKT 280  Marketing Principles  The purpose of this course is to understand contemporary marketing theory and strategy. Emphasis is placed on product development, pricing, promotion, selling, and market share. Student will acquire skills to better understand market research, consumer behavior, and the functioning of modern markets.

MKT 301  Principles of Marketing  The purpose of this course is to study the development of marketing strategy including market analysis, segmentation and management of elements of the marketing mix (product, pricing, promotion, and physical distribution). Topics include: market analysis, the impact of environmental variables on the marketing mix, understanding the buyer behavior process, market segmentation, pricing theory, and promotion and distribution strategies. Mastery of these subjects will be demonstrated by the student through the completion of modular cases and a session-long application project.

MKT 401  Buyer Decision-Making and Behavior  Utilize the behavioral sciences to analyze both consumer and business decision-making and behavior within the framework of designing marketing programs that build strong seller-buyer relationships.

MKT 403  Marketing Research  Focuses on searching for, developing and providing customer information for marketing decision making; includes market analysis concepts of definition, segmentation, and competitive analysis.

MKT 404  Integrated Marketing Communication  Focus is on communication tools in marketing: advertising, sales promotion, specialty advertising, packaging, publicity, direct marketing and personal selling within the framework, of managerial decision-making and the legal and ethical aspects of promotion.

MKT 490  Strategic Marketing Management  Focus is on the application of marketing concepts, techniques, and strategies to marketing problems such as choice of market and segments to enter, timing of entry, the dynamics of markets and market evolution, and competitive actions and reactions.

MKT 501  Strategic Marketing  This course introduces MBA students to Strategic Marketing. Here you will learn the marketing fundamentals of how to analyze markets and develop marketing strategies. The aim of the course is to provide future general managers and entrepreneurs with insight into marketing management, the kinds of issues marketing managers deal with and the analytical frameworks which can be used to make sense of and develop solutions for those issues.
MKT 502  International Marketing  The purpose of this course is to identify international marketing opportunities and challenges. Topics include cultural, political, legal, financial and economic issues, competitive analysis, develop international marketing plans, raising capital, import and export strategies, e-commerce and international marketing, and ethical issues in international marketing. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project.

MKT 510  Marketing Services  Introduces students to marketing strategies for services in both profit and nonprofit organizations. Topics include the unique characteristics of services marketing, the role of customer experience in co-creating the service experience, the interplay of marketing and HR functions, management of complaints and guarantees, services marketing in global environments, and the use of marketing techniques to achieve service breakthroughs.

MKT 601  Marketing Management Strategy  Study of research issues associated with marketing management decisions. Recent research in the areas of strategic marketing, marketing segmentation, new product development and introduction, pricing strategies, channel policy, promotion decisions, and sales force management decisions are examined, critically. The course includes both quantitative and behavioral approaches to studying these issues.

MKT 604  Buyer Decision-Making and Behavior  This course will provide a comprehensive overview of the foundational principles and prevalent practices of buyer behavior and decision-making including both consumer and industrial categories. Following the theme that the interaction of what a firm offers and how it is offered coupled with what a buyer wants and needs leads to satisfaction, that satisfaction leads to loyalty, and that loyalty leads to profitability, academic articles in the Journal of Consumer Research, the Journal of Consumer Marketing, the Journal of Business and Industrial Marketing, and others are used as a basis for study and application. This course is designed for an advanced student in marketing who plans on pursuing a marketing-related dissertation.

MPH 502  Introduction to Public Health  This course is designed to provide students with a strong basis of fundamental and contemporary issues pertaining to the field of Public Health. Emphasis is placed in control and prevention of communicable and chronic conditions; occupational health; environmental health issues; and violence as a public health problem. Students will also learn about the organization of health systems in the United States and other countries and will familiarize themselves with basic administrative and legal issues important for Public Health practice.

MPH 503  Infertility and Public Health  The course explores the public health dimensions of infertility in the twenty-first century. Epidemiological trends, infertility treatment, and family-building alternatives are explored. Social, ethical, and legal implications are considered.

MPH 504  Epidemiology  This course explores the basic principles of epidemiology and epidemiologic methods commonly used in Public Health Settings. Upon completion of this course students will be able to design and implement epidemiological analysis in a variety of research and administrative situations.

MPH 522  Public Health Law and Policy  The purpose of this course is to explore the legal and ethical aspects of public health, public health policy, as well as the economic implications of public health laws and policies.

MPH 599  Culminating Project  MPH 599 is the capstone course of the Master of Science in Health Sciences - Public Health Concentration, and as such is based on the required core and concentration courses of the degree program. Students develop an independent project within the field of public health, which reflects synthesis, integration and application of knowledge acquired in said core and concentration courses. Final paper and a PowerPoint presentation required.

NCM 501  Foundations of Conflict Resolutions  This course is intended to further widen and complete the scope of Master Degree studies, in general, and to serve as a primary course for students wishing to concentrate in this field, in particular. As Conflict is an integral part of our personal and professional life, the purpose of this course is three fold: First - To understand the underlying sources of conflict, and the way conflict is manifested in the: Personal, Organizational, National and International levels. Second - To present the various Conflict Management Approaches open before us, and the Human Behaviors associated with conflict and conflict resolution.
Third – To enhance our understanding of the most constructive Business and Organizational resolution approaches, namely: Negotiation, Mediation and Arbitration.

**NCM 511 Mediation and Arbitration** This course will examine the foundations of mediation and arbitration in the context of growing reliance of disputing parties on alternative dispute resolution methods. In discussing mediation, topics will include mediation and mediator’s standards, pre-mediation, the mediation process, dealing with impasse, components of settlement, and attributes of the mediator. In discussing arbitration, topics will include benefits of arbitration, disadvantages of arbitration, the difference between arbitration and litigation, the arbitration process, selection of arbitrator, preparation for the hearing, and the presentation of the case.

**NCM 512 Negotiation Strategies** This course is intended for students wishing to enhance their knowledge and better their understanding of the negotiation process. It will help them understand the underlying human behavioral and substantial factors, that separate two conflicting sides, and how negotiation, is an attempt to bridge these differences, to reach an agreed solution.

**NCM 599 Capstone in Conflict Resolution Management** This course is the culminating course of the Conflict Resolution Management (CRM) specialization and Graduate Certificate, completing and complementing topics learnt in three preceding CRM core courses: NCM501, NCM511, and NCM512. Building upon them, to provide professionals in business, health, or education "real-life" situations through which they can practice and master the advanced concepts and techniques of conflict resolution management: Unilateral, Bilateral, and Alternative Dispute Resolution (ADR).

**OPM 300 Introduction to Operations Management** The purpose of this course is to identify issues related to the creation of an organization’s goods and services. Students will study issues such as productivity, quality management, comparing service and manufacturing operations, just-in-time systems, capacity planning, scheduling, and inventory management and control and their relationship to other business functions like marketing, human resource management, accounting, and finance.

**OPM 500 Operations Management for Managers** Students in this course will learn operations and production management tools for manufacturing and service organizations. Topics covered include quality management and continuous improvement, productivity, capacity planning, acceptance sampling, forecasting, and materials requirements planning and their relationship to other business functions like marketing, human resource management, accounting, and finance.

**ORG 601 Organizational Studies I** Theory is central to doctoral research in business administration, and distinguishes it from research conducted at the masters and business practice levels. In this course, the module topics are interrelated and build upon each other, with a prime emphasis on developing capacity to discern and develop elements related to theoretically based research models: research questions, hypotheses, variables, and the relationships among them as depicted in path diagrams. Students will also learn to discern the relationship between business practice and academic, theory-based research, to describe and assess the nature and use of theory in an academic article, and how to effectively search for, find, and read doctoral level theoretical and empirical literature. Course readings are drawn from the diversity of disciplines related to the field of management/organizations/business administration.

**ORG 602 Organizational Studies II** This course builds upon and conceptually deepens the foundations established in ORG601 by exposing students to complex issues related to philosophy of science and how they relate to development, use, and assessment of theory and theoretical and research models. Students will learn to generate and justify novel research questions and hypotheses using heuristics and existing theory (module 1), to conceptually distinguish mediation from moderation (module 2) so that they can effectively incorporate mediating and moderating variables into hypotheses and theoretical models (module 2), and to identify and assess the process of operationalization in academic research articles (Module 3). These foundational skills will then enable students to be able to diagnose mis-matches between a graphic model and the hypothesized relationships that it is supposed to represent (Module 3). Finally, students are introduced to issues of epistemology and ontology in the context of an academic article (Module 4) so that they can better argue for and support the choice of a theory in terms of best fit and potential explanatory power (Module 4) and assess issues related to theory development and
theory-method fit in an academic paper (Module 5). Course readings are drawn from the diversity of disciplines related to the field of management/organizations/business administration.

**ORG 605 Organizational Change** The purpose of this course is to introduce the student to the scholarly work in the area of organizational change. Students will learn research methods unique to the study of processes of change, review key theoretical frameworks describing the elements of change, and develop a research proposal to examine change in a context of the student’s choosing. The course will stress the development of critical and analytical skills through review of the academic literature.

**PHI 201 Introduction to Western Philosophy** This course will explore the main branches of philosophy through the writings of western philosophers. The works of Plato, Aristotle, Spinoza, Descartes, Hegel, Kant, Marx, Mill and more, will be used as a springboard for critical thought about the basic questions facing humanity. Epistemology, the study of knowledge, metaphysics, the study of reality, and ethics, the study of proper human interaction, will be examined through the texts of the philosophers who wrote about them.

**POL 201 Global Politics in the Modern World** This course will provide students with an overview of modern global politics. From the beginnings of the industrial revolution to the end of the cold war and the new millennium, the development of modern political systems and their inter-relation on the global scene will be explored. Close attention will be paid to the nature of the different types of governments that have evolved in Europe, North America, Africa and Asia, and how they relate to the evolution of the larger economic systems.

**PRM 301 Introduction to Project Management** This course introduces the concepts, skills, tools, and techniques involved in managing projects in organizations. Topics include organization; project life cycles; and planning, executing, budgeting, scheduling, controlling, reporting, and closing. Issues of project integration; tradeoffs among scope, time, cost, and quality; risk management; alternatives in system resource allocation; and roles and responsibilities of technical staff, business managers, and project users are also addressed.

**PRM 490 Project Management Integration** Focus is on the integration and application of underlying project management concepts, techniques, and strategies to project management problems including those found in business and other organizations.

**PRM 501 Foundations of Project Management** This course focuses on providing the “big picture” of project planning and management. Special emphasis is on action plans, pert and Gantt charts and management processes/activities around resource acquisition and procurement such as contract negotiation and contract management.

**PSY 101 Introduction to Psychology** This class will provide a basic introduction to the history and practice of psychology - the study of human behavior. We will examine the history of psychological theory from Freud to the present day. Some emphasis will be placed on the biological elements of psychology such as sensation, perception, learning, and memory. However, the majority of course time will be spent on social psychology and understanding the needs and challenges of the individual in society. Human relationships and interpersonal qualities such as marriage and intimacy, attitudes, aggression, group psychology, and self-perception will be explored.

**QMT 501 Introduction to Quality Management and Six Sigma** This course introduces the student to the cost of quality and relates it in a deeper way to Six Sigma, total quality and Lean. Students review three key quality tools and their practical application. Students will be able to analyze quality processes and apply the DMAIC process and quality tools.

**QMT 503 Statistical Methods for Six Sigma and Quality** This advanced course covers key statistical aspects of quality including various probability distributions and their use in quality analysis. Advanced coverage of process capability and six sigma is covered as well as computer statistical analysis and advanced control charting techniques.
QMT 509  Advanced Design and Analysis Methods for Quality Assessment  In this course students will learn advanced statistical techniques of ANOVA, linear regression, correlation, and design of experiments, in particular how they relate to quality problem solving.

QMT 599  Integrative Six-Sigma Black Belt Quality Management Project  This capstone course utilizes the DMAIC (Define, Measure, Analyze, Improve, and Control) process which students use to analyze and complete a successful integrative Black Belt project under the guidance of your professor.

RES 500  Research Methods for the Health Sciences  Presents major steps in the research process, including formulating research questions and hypotheses, undertaking literature searches and reviews, selecting appropriate study designs, operationalizing study variables, devising study sampling and recruitment plans, and interpreting study results. Bivariate data analysis methods are also considered.

RES 600  Introductory Data Analysis  This course introduces doctoral students to the analysis of the behavioral research data that will underlie much of the content in the program, as well their own research efforts culminating in the dissertation. Starting with the basic definitions of data and data distributions and the concept of variance in interval and ordinal variables and leading through concepts of randomness and probability of behavioral phenomena, students gain practice in defining well-formed research questions and hypotheses, assessing relationships between two variables including regression and correlation and contingency tables. The course concludes with a basic introduction to research design, emphasizing strong and weak inferences of causality and the distinction between experimental methods, quasi-experimentation, and non-experimental research. Students will be introduced to SPSS throughout this course.

RES 601  Research Design & Fieldwork  Continuing the themes of RES600, this course begins with a detailed introduction to regression models and their uses and misuses in the behavioral sciences. The second module deals with operational definition of variables, construction of measures and scales, and reliability and validity issues; the third with sampling procedures and alternatives; required sample sizes for different kinds of analysis; and statistical power, including interactions of power, sample size, and effect size. Module 4 introduces the General Linear Model and the essential equivalence of most variance-based statistical methods. The course concludes with a further treatment of regression modeling, including the estimation of direct and indirect effects and ways of estimating both mediating and moderating effects in testing of complex models. Students will continue to use SPSS throughout this course.

RES 603  Advanced Data Management and Analysis  is an in depth study of research logistics and research designs (including experiments, quasi-experiments, observational and archival studies, and secondary analysis), survey layout and design (including creating and using multi-item scales), exploratory and confirmatory factor analysis, and the general linear model (including ANOVA, MANOVA, and ANCOVA)

RES 610  Advanced Multivariate Data Analysis  This course examines the application and interpretation of advanced quantitative research methods and techniques for effective explanation and presentation of the results of such research. Topics include advanced regression techniques and effect size estimation, structural equation modeling and related latent variable estimation procedures, and advanced scaling, clustering, and factor structure estimation procedures. Opportunities for the study of specialized research tools possibly including but not limited to bootstrapping, time series analyses, multi-level research methods, social network analysis, and advanced multivariate experimental estimation techniques will also be provided as needed.

RES 620  Current Research in Business and Management  This course explores and analyzes recent research studies in the fields of business and management in light of the major theories, methodological approaches, and practical applications that shape them. Students develop skills in examining and critiquing research on and in organizations, and understanding of the process and practicality of doing such research, attending to levels of analysis and inference as well as data collection, measurement, and analysis. Each term, a diverse set of current research articles and studies will be analyzed to raise questions about how different research topics have been addressed and how they might be used to stimulate future studies. Students are encouraged to identify gaps in selected areas of research, as a basis for refining their selection of dissertation topics.
RES 699  Directed Study in Research Methods

SAF 301  Life Safety & Hazard Control This course provides the student with the knowledge to address issues of code compliance relating to OSHA and NFPA standards. It will enable students to interpret different types of symbols and abbreviations found on construction drawings, schematics and wiring diagrams. Students will be able to analyze issues associated with worksite accidents.

SAF 302  Safety & Occupational Health Management This course enables students to use quantitative methods and tools to analyze the effectiveness of safety programs and communicate these findings to appropriate constituencies. It will enable the student to implement critical occupational health and safety management system guidelines and processes to establish effective and efficient programs. Students will be able to develop plans for minimizing the potential for worksite accidents.

SAF 401  Risk Management Students will consider the application to risk management to the organization and after work activities in order to prevent loss from both work and leisure activities. This course will give students the tools they need to assist supervisors in identifying organizational risks in order to optimize effective management of these risks.

SAF 490  Safety Management Concentration Capstone Course This capstone course in safety management emphasizes minimizing risks to personnel within an organization. It is a culmination of the three safety management concentration courses. Topics covered include code compliance, safety management plans, risk prevention plans, and quantitative analysis for risk management.

SCI 201  Applied Physics I This is the first in a sequence of two general physics courses. In these two courses, the basic principles of physics will be presented without the use of calculus. MAT101 and MAT201 are the math prerequisites. This course covers the topics of Mechanics, Fluid Dynamics and Thermodynamics. Assignments are a combination of applied problem sets and virtual laboratory exercises.

SCI 202  Applied Physics II This is the second in a sequence of two general physics courses. In these two courses, the basic principles of physics will be presented without the use of calculus. MAT101 and MAT102 are the math prerequisites. This course covers the topics of Electricity (electric charges, currents, ac and dc currents) and Magnetism, Sound, and Light. Assignments are a combination of applied problem sets and virtual laboratory exercises.

SCI 204  Applied Scientific Inquiry This course covers two major subject areas. The first area covers the basic physical and mathematical principles that underpin computer and communication hardware. Topics include semiconductor physics, Boolean algebra, digital electronics, integrated circuits, input and output devices, memory devices, and communication devices. The second area covers some important design and problem-solving techniques such as scientifically-based system design, simulation, prototyping, and system testing.

SOC 201  Introduction to Sociology This course will introduce students to the theoretical foundations of modern sociology. We will explore the concept of "culture", the nature of socialization, the foundations of social order, control, power, race and ethnicity, religion, education and the nature of social change. Focusing on the community, institutions, and the social whole, students will be challenged to think through the relationship of the individual to his or her greater social surroundings.

STS 401  Business Statistics This course presents modern statistical analysis techniques to student to enable them to make better business decisions. Students will learn what data is and how to categorize it, how to measure data using differing scales of measurement, how to compute and use probabilities, how to develop and test hypotheses, and the value of using simple and multiple regression analysis to assist with business decisions. The students will have a comprehensive understanding of the logic patterns associated with statistical analysis and the value of statistical analysis to business decision making.
SVC 101 Introduction to Speech and Verbal Communications This in an introductory course which provides students with a basic understanding of the nature of speech and verbal communications. Emphasis is on the development, and writing of speeches and in preparing, presenting, critiquing messages in one-on-one, small group, and public speaking contexts. Students will review and present various forms of speech including but not limited to persuasive, informative, and extemporaneous.

TUX 101 The Trident University Experience The purpose of this course is to assist busy adult students who have limited experience in higher education by providing them with the tools necessary to be successful in achieving their bachelor’s degree in an online educational environment. Various subject areas will be covered to help students understand the benefits of a higher education, the learning process, goal setting, study & research techniques, along with fundamentals of writing an academic paper. How the bachelor’s degree fits in with their career expectations and life goals will also be discussed.

Teach Out Course Descriptions

ACC 510 Accounting for Government and Non-Profit Entities Study of all aspects of accounting for governmental and not-for-profit institutions. Financial information compiled by state and local governments and non-profit organizations will be reviewed along with budgetary accounting for business type activities.

ACC 511 Management Control in Non-Profit Organizations Non-profit organizations have increased in number over the years. This study will address the management control techniques used in non-profit type organizations. The tools used to develop competitive strategy will be a focus of this course with the aim to develop an understanding of management control in professional associations.

ACC 512 Budgeting for Government and Non-Profit Entities Accounting for governmental and non-profit operating activities. The objective will be to analyze the budgeting tools used for state, federal and local governments.

ACC 699 Special Topics in Accounting This course will cover empirical research in various specialized areas of accounting, which may include taxation, international accounting issues, accounting information systems, agency, advance managerial issues of performance evaluation, and various other topics covered in the major academic accounting journals. This course is designed for an advanced student in accounting who plans on pursuing an accounting-related dissertation.

BHE 413 Nutrition and Chronic Disease The relationship between nutritional factors and chronic disease will be explored with a focus on the role of the nutrition therapist in providing appropriate dietary recommendations for disease prevention. Students will examine the role of substances, such as vitamins, antioxidants fats, cholesterol, and sodium, as well as nutrient deficiencies in disease risk. The health outcomes explored in the course will include obesity, cardiovascular disease, hypertension, cancer, and osteoporosis. Students will also demonstrate effective written communication skills as health educators.

BHE 417 Nutrition throughout the Life Cycle This course introduces the biological changes that occur during every stage of the life cycle - infancy, childhood, adolescence, adulthood, older age, pregnancy – with the corresponding nutritional requirements. Important issues and concerns at each stage are discussed as well as dietary habits related to health promotion and disease prevention.

BHE 419 Sports Nutrition and Weight Control This course will provide the students with the opportunity to be familiar with the relationship between weight, physical activity and health; discuss various ways to adopt a long-term healthy lifestyle, eating habits and weight control. The importance of proper nutrition when doing physical activity will be reviewed. Students will be familiarized with proper sports nutrition during moderate and high intensities of physical activity, and with proper sports nutrition during the various lifecycles such as childhood, teenagers, pregnancy, lactation and adults. The course will familiarize the student with proper sports nutrition when following a special diet such as diabetic diet, renal diet and vegetarianism; and to be familiar with sports nutrition preparation for pre- and post-sports events.
BHE 421 Alcohol and Drug Dependency Explores the physiological, sociological and psychological effects and dynamics of drug dependency on the abuser and those around him/her. Effects of major abused drugs. Current treatment models and methods are examined and the health care provider’s role in the evaluation and treatment of the abuser is explored.

BHE 423 Tobacco, Smoking and Health Epidemiology, pathogenesis and prognosis of tobacco-related diseases. Ways in which tobacco smoking becomes a chemical dependency. Various smoking prevention and smoking cessation methods are considered, individually and in combination.

BHE 427 Issues in School Health This course introduces health education standards and practices used to promote health in a school setting, with consideration of family and social factors that affect children's health and academic performance. The coordinated school health program (CSHP) model and National Health Education Standards are applied to a school health issue. Model programs and evidence-based health education curricula are explored.

BHE 431 Obesity and Eating Disorders Exploration of causes and development of obesity, principles of weight management and relapse prevention. Anorexia and bulimia are discussed.

BHE 433 Maternal-Neonatal Health Explores pregnancy, maternal nutrition during pregnancy and postpartum, infant nutrition, postpartum health, and infant health. Physical, psychological, and socio-cultural aspects related to content areas are highlighted. Discusses the relevance to the individual, family, and community and directly points to implications for health care providers.

BHE 435 Infants and Children at Risk Explores early childhood development (ages 1-3); distinguishes between discipline and child abuse; identifies children with disabilities and cross-cultural health needs; discusses health promotion activities, explores early educational experiences, and the health educator role relevant to early childhood.

BHE 437 Adolescent Health Developmental and health problems specific to adolescents will be examined. Assessment and intervention strategies that promote voluntary changes in health behaviors will be explored in the context of teen pregnancy, juvenile delinquency and substance abuse. Students will examine their role as advocates for health in part by discussing communication techniques that are effective for adolescents.

BHE 439 Issues in Family Planning Explores pregnancy, reproductive rhythms, fertility observation indicators, contraception, options for unplanned pregnancies including adoptions and abortions. Cross-cultural and religious considerations are highlighted. Political debates and pioneers for women’s reproductive health are included. Implications for individuals, families, and global health are considered as well as the role of the professional health educator.

BHS 328 Team Building This course examines the role of teamwork in the health care environment. Stages of team development are described. The importance of empowerment and goal setting in team environments are discussed. Communication and problem solving issues, as well as methods of measuring team performance are explored.

BHS 426 Quacks, Cures and Consumers Rational, scientific methods are compared with empiric and anecdotal methods in assessing efficacy of treatments, current and historical. Consumer knowledge of statistics, research and the scientific process in decision-making is considered. The role of the media and marketing tactics are explored for their impact on consumer health decisions. Implications for client education are included.

BHS 441 Noise Control The control and measurement of community noise control is based on the principles of noise propagation and an understanding of the effects of noise on the community is presented. The focus of this course is on the measurement of noise in the field and an understanding of how various noise metrics are measured and interpreted. The physics of sound and how sound is affected by temperature, distance, humidity and source is presented. Noise regulations are also discussed including the use of time-weighted averages, A-weighted, Leq, LDN, CNEL, Sound Transmission Class, and vibration.
BHS 455  **Computer and Information Systems** Focuses on informatics concepts and informatics management applications in Health Care. The course examines the professional, political, social, ethical and legal ramifications of health care informatics and their implications for policies.

CCT 500  **The Community College** This course provides an overview of the foundations of the Community College, including its mission and function, organization, governance, and critics, in relation with the teaching and learning processes within the community college system. The course will address specifics of the community college education process, assessment and improvement of the community college education.

CCT 501  **Community College Teaching** The focus of this course is on teaching strategies specific for the typical student population of the community college venue. Instructional materials to be included in an individualized teaching portfolio will be developed. Issues pertaining to technology and cultural diversity will be addressed.

CCT 502  **The Community College Learner** This course will examine particular needs and expectations of diverse student populations at community colleges. Topics will include student characteristics, student development theories, and assessment of learning.

CCT 503  **College-Community Relationships** College-Community Relationships is a service-learning course that addresses the creation of harmonious school-community relationships. It offers students opportunities to address service learning as scholarship in teacher education connecting the classroom to the community. Topics will include community-based service-learning, faculty role in building community, developing skills for 21st century success.

CRA 548  **Research Methods for Health Professionals** Presents major conceptual models and theories applied in the health professions for comparative and critical analysis. Qualitative and quantitative research is differentiated and appropriate applications for each are considered. The importance of professional practice derived from theory and research is emphasized.

FIN 699  **Topics in Finance** This course will cover empirical research in various specialized areas of finance, which may include international/comparative finance, empirical asset pricing and valuation, entrepreneurial finance, ethical considerations in finance, and various other topics covered in the major academic finance journals. This course is designed for an advanced student in finance who plans on pursuing a finance-related dissertation.

HOS 301  **Hospitality Management Theory** This course is a survey of the management of the tourism and hospitality industry. Students will first explore the special economic relationships in the industry and then review of the unique managerial problems and related approaches to those problems. Specific emphasis will be given to franchising, casinos, and destination facilities.

HOS 401  **Hospitality Financial Management** Students will first review the financial needs that are unique in the tourism and hospitality industry. They will next explore the various avenues in the capital markets used to finance these activities. Finally, students will carefully analyze fiduciary accounting and reporting in tourism and hospitality.

HOS 402  **Hospitality Marketing** Students will first review the marketing approaches that are unique in the tourism and hospitality industry. They will next explore the various techniques for marketing to various segments of the hospitality industry.

HOS 490  **Capstone in Hospitality Management** This capstone course in hospitality management emphasizes the complex social systems in which management, marketing and finance takes place, particularly in diverse segments of the hospitality industry. General principles of management common to all segments are integrated and specialty management issues are highlighted. This course will integrate the various components of hospitality management into a comprehensive framework for analysis.
ITM 421  **Computerization in Organizations** This course emphasizes the constraints and opportunities posed by information technology. The student is introduced to the sociotechnical evaluation of IT systems and processes and the business role and value of information. The evaluation of IT is discussed from several perspectives, including economic analysis, quantifiable and non-quantifiable impacts on organizational, social, and cultural systems, the suitability and impacts of alternative IT solutions, and the procedures and impacts of user involvement in IT management.

ITM 425  **Introduction to Computing** This course defines the phenomenon of “computing” and the role of information technology in organizations. It is organized around what an IT professional needs to know about each of the five disciplines making up the field of computing — Computer Engineering (hardware trends and embedded systems), Computer Science (programming, algorithms, and system software), Software Engineering (development of large scale software), Information Technology (basics of IT infrastructures), and Information Systems (basics of Business/Management Information Systems). These topics are presented within the context of how computing is used for business and management purposes.

ITM 506  **Management of the Networked Enterprise** This course is about understanding and managing the networks that increasingly define and characterize information technology (IT) systems in today’s organizations. Network architectures and operating systems are described, with emphasis on how they interact with other parts of the organizational information system and on how the recent convergence of IT and telecommunications poses some interesting challenges. The general theme is that networks and telecommunications need to be integrated with other parts of IT systems deployed inside organizations for effective IT management. Network protocols for maintaining security and privacy are reviewed, and the ways in which networks support groupware, database management systems, distributed applications, and access to the Internet are examined.

ITM 507  **Business Intelligence and Knowledge Management** This course examines issues in data management that have implications for creation and management of organizational knowledge -- in particular, system choices about access to, use of, and responsibility for data, information, and knowledge. Decisions relating to information collection, retention, and sharing and related technology choice issues will be analyzed in terms of their effects on core organizational politics, particularly as they are complicated by recent technical advances in data mining and data warehousing and the need to maintain appropriate data security standards and procedures.

ITM 508  **Critical Information Technology Decisions for Business Executives** This course focuses on developing enterprise knowledge-based strategies for critical IT management decisions, including business process engineering, information distribution patterns and procedures, alignment of IT strategy and business strategy, management of IT investments, and development of value networks with suppliers and customers.

ITM 699  **Special Topics in Information Technology Management** This course is an in-depth exploration of the interactions among information systems, organizations and society. Students will review the current theoretical and methodological streams of research in the field. This course is designed for an advanced student in the doctoral program in Business Administration with the concentration in Information Technology Management.

MAE 588  **Capstone Integrative Seminar in Community College Education** This final capstone course in community college education is the culminating course in the Community College Education concentration area in the MAED program. Accordingly, this course will draw from earlier courses in concentration area – focusing in on community college leadership, the community college learner, and teaching within the community college. Assignments will be presented within a professional portfolio specific for professional goals within the community college setting.

MHE 599  **Culminating Project** Development of an independent project that reflects synthesis, integration and application of previously acquired knowledge from the core courses you have taken. This includes addressing the key components of disaster programs (MHE503 Survey of Emergency and Disaster Management) and principle methods of emergency operations (MHE511 - Emergency Operations). Throughout your Project you will need to display your understanding of fundamental principles related to emergency and disaster plans at all levels of government, including leadership and policy issues (MHE509 - Emergency Planning and Methodology). Some projects will focus on the psychosocial aspects of emergencies and disasters (MHE514 - Psychosocial aspects of emergency and Disaster). While for other projects , you may need to integrate your knowledge related to
Bioterrorism threats and challenges as well as be able to formulate in depth situational analyses along with preparedness and response plans (MHE507 Bio-Terrorism). The focus of this course is to advance an original point of view by building on the work of others. By the end of the class, each student submits a 15-20 page comprehensive, scholarly project paper and a PowerPoint presentation.

**MHM 599 Culminating Project** This course is the capstone course of the Master of Science in Health Sciences-Health Care Management concentration course. The culminating experience entails synthesis, integration, and application of material introduced in the core curriculum of the program. Students will demonstrate mastery and understanding of key concepts, principles, and values presented in MHM 506, MHM 522, MHM 502, MHM 508, and MIH 548. After obtaining topic approval, students will develop and submit a project paper in which these core understandings are applied to a real-world health care setting.

**MLE 515 The U.S. Legal System** This course will present a survey of the legal system in the United States, with a focus on the sources of law; organization of court systems, distinction between federal and state jurisdiction; lifecycle of a lawsuit; and the appellate process. Students will examine differences between federal and state systems as well as rules of civil and criminal procedure.

**MLE 517 Rules of Evidence** Essentials of the law of evidence will be presented with a focus on the four types of evidence and substitutes for evidence. Admissibility of evidence, hearsay testimony, the distinction between lay and expert witness opinions and issues related to privilege will be examined.

**MLE 519 Experts and the Litigation Process** This course examines the legal role and ethical obligations of the expert witness in litigation at every stage of the process from pre-filing activities to trial testimony. The formation of expert opinion and pretrial processes will be explored. Students will also examine the role of the expert during pre-trial activities as well as during trial with a focus on direct and cross-examination.

**MLE 521 Effective Communication and Testimony** This course examines the role of communication in general as well as the role of communication during the litigation process. This course examines methods and skills required for effective communication with and among attorneys, clients and expert witnesses. The link between communication and expert witness credibility will also be explored.

**MLE 523 Culminating Project** A chosen area of expertise or special interest will be researched with identification of salient issues as raised by recent legal cases. The student shall prepare a portfolio of the salient issues requiring expert opinion with discussion of how the issues were resolved in litigation. The portfolio will also include samples of key questions appropriate for an expert witness at a deposition or trial.

**PUB 501 Public Management** This course is designed to develop an understanding of the role of the public sector manager. Management of programs and people in a public sector environment will be explored and analyzed in a way that will help students come to understand management techniques and methods.

**PUB 502 Public Financial Management** This course introduces students to the processes by which public sector budgets are created and implemented, and to the processes by which oversight over government spending is exercised by the executive, legislative and judicial branches of government. Consideration is given to differences and similarities between government budgeting and budgeting in the private sector, as well as to the application of business budgeting methods and techniques in the public sector.

**PUB 503 Leadership in Public Organizations** In this course we will be examining leadership in the public sector. We will be looking at the uniqueness of leading a public organization and the attributes of successful leaders of public organizations. We will start by looking at the specific characteristics of the public sector and how this affects leadership in this sector. Then we will examine the role a leader plays in a public sector organization and how motivating individuals in a public organizations differs from the private sector. We then take a look at how you as a leader of a public organization can use or be used by the media and how you can manage the media to your benefit. Finally we examine the role high performance leadership can play in a public organization to create a high performance organization.
QMT 401 Introduction to Total Quality Management This introductory course focuses on the definition of quality and why quality is important in organizations. The course emphasizes levels of quality, total quality, six-sigma, and lean principles and provides the foundation for the remaining courses in the quality management concentration.

QMT 403 Quality Management Tools This course provides an introduction into the use of quality tools and introduces the Pareto chart, cause and effect diagrams, histograms, scatter diagrams and tools for improving quality such as DMAIC.

QMT 405 Statistical Quality Management This intermediate quality course emphasizes topics of process capability and how to measure process capability and also the use of control charts, X-bar charts and the p-chart. Basic statistical tools are introduced to assist in the interpretation and use of these charts.

QMT 490 Managing Quality in Organizations Capstone This umbrella or capstone course helps to link all the topics in the previous courses in the quality concentration together and have students learn how quality is an essential component of strategy, the cultivation of a culture of quality, ISO9000 standards for quality, the use of benchmarking for quality assessment, and the implementation aspects of Total Quality in organizations.

QMT 499 Integrative Six-Sigma Green Belt Total Quality Project This course utilizes the DMAIC process which students use to analyze and complete a successful Six-Sigma Greenbelt project under the guidance of TUI professor.

EDU 470 U.S. Education System The course is focused on representative topics in the structure of education, and education policy through an examination of significant issues in education. The purpose is not to provide solutions to problems, but rather to provide insights and increased understanding, which may later prove useful in attempts to formulate or implement the education system.

EDU 480 Teaching and Learning Approaches The purpose of this pre-requisite course is to provide a basic introduction to multiple theories of teaching and learning. Applications of the theories in a variety of teaching and learning environments will be investigated. You will identify your preferred styles of teaching and learning and you will refine your philosophy of teaching and learning.