The Trident University International (Trident) catalog consists of two parts: Policy Handbook and Academic Programs, which reflect current academic policies, procedures, program and degree offerings, course descriptions, and other pertinent information. This addendum to the 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 addendum 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 addendum.

This addendum is effective beginning the Spring 2015 session and modifies and/or updates the 2014-2015 Catalog.
Academic Programs

Page 56-57: Remove the Master of Business Administration Quality Management concentration from active programs.

Page 168: Remove the Quality Management with Six-Sigma Black Belt (MBA) certification from active programs.

Page 222: Update the course description of ITM 439 Ethical Hacking to
This course focuses on the motivations, methods, and consequences of computer-system hacking. The topics covered include concepts and tools for penetration testing, techniques and technologies for detecting cyber attacks, identification of weaknesses in organizational information security, prevention of attacks, and countermeasures to mitigate attacks. **Prerequisites:** ITM 438 and CSC 340

Page 260: In the Teach-Out Programs for the College of Business Administration Master of Business Administration (MBA) add:
- Quality Management

Page 262: In the Teach-Out Programs for the Certificate Programs Graduate Certificates add:
- Quality Management with Six-Sigma Black Belt (MBA)

Page 207-209: Add the following course descriptions under EDD – Doctor of Education:

**EDD 640 Current Issues in Higher Education (4)**
This seminar reviews current issues in post-secondary education. Empirical research on a variety of topics will be evaluated and critiqued. Students will explore issues related to 1) college student admission, retention and graduation, 2) student services and academic program development, 3) assessment and accountability measures, 4) faculty and staff development, 5) budget and finance, and 6) operations management.

**EDD 641 Higher Education Administration (4)**
This seminar will address the skill set needed to effectively lead and supervise within post-secondary education settings. Students will explore the leadership and administration skills necessary for a variety of organizational divisions in higher education, such as, but not limited to, academic programs, student affairs programs, human resources, budget and finance, and facilities.

**EDD 642 Student Development Theory (4)**
This seminar reviews student development theory and the foundational purpose of higher education. Students will learn how the application of these theories can guide the leadership and development of effective academic and support programs for students, faculty and administrators in higher education settings.

**EDD 643 Management of Change in Higher Education (4)**
This seminar will explore change management theory and its application in higher education settings. Through a series of case studies, students will develop the skills necessary to become effective leaders of change in higher education settings. Students will explore the skills needed to manage organizational transitions, strategic planning, and communication with stakeholders.
EDD 644 Curriculum in Higher Education (4)
This seminar will review dimensions of the curriculum planning process in higher education settings. Students will learn to 1) justify and present new curriculum and degree programs, 2) collaborate with stakeholders, such as the faculty and the community, 3) identify appropriate resources for curriculum development and planning, 4) incorporate student learning outcomes and modes of assessment, and 5) understand the administrative protocol at the campus and/or national accrediting agency.

EDD 645 Current Issues in E-Learning in Higher Education Settings (4)
This seminar will review issues related to the successful implementation and leadership of e-learning in higher education settings. Students will explore issues related to distance learning, non-traditional college students, staff and faculty development, course design, and digital resources.

Page 242: Update Course Description for MGT 506 Strategic Leadership to the following:
This course introduces the field of leadership though the eyes of practitioners who exemplify great leaders. Students will explore various leadership theories and models, with an emphasis on application of leadership across cultures, ethics and attributes, the organization as a system, and the role of a leader in facilitating change. Through examining the various leadership theories and applying them to others and oneself, the student will come to understand what it takes to be a good leader while in gaining the foundation for higher level leadership courses. **Prerequisite: ETH 501**

Page 256: In the QMT Quality Management course descriptions
- Delete QMT 501 Introduction to Quality Management and Six Sigma and course description
- QMT 501 Introduction to Quality Management and Six Sigma and course description added to Teach-Out courses section (Page 262+)
- Delete QMT 503 Statistical Methods for Six Sigma and Quality and course description
- QMT 503 Statistical Methods for Six Sigma and Quality and course description added to Teach-Out courses section (Page 262+)
- Delete QMT 509 Advanced Design and Analysis Methods for Quality Assessment and course description
- QMT 509 Advanced Design and Analysis Methods for Quality Assessment and course description added to Teach-Out courses section (Page 262+)
- Delete QMT 599 Integrative Six-Sigma Black Belt Quality Management Project and course description
- QMT 599 Integrative Six-Sigma Black Belt Quality Management Project and course description added to Teach-Out courses section (Page 262+)
Page 25: Credit Hour Policy

Insert the below Credit Hour Policy before the Academic Integrity section:

**Definitions**

**Credit Hour**
A credit hour is the unit of measure to award academic coursework based on a 50 minute hour of instruction. A required number of total credit hours are the foundation for granting degree programs. One unit of credit per week is the equivalent of a scheduled lecture, online discussions, or lab and a minimum of three hours of student preparation, reading, and writing time. A total of 150 hours per term is the equivalent of four units of credit per course. A four unit course typically requires at least 12.5 or 18.75 hours of coursework per week over the term of a 12 or 8-week sessions respectively. In addition to lecture time, this policy also defines other instructional formats such as online discussions and blended lab learning.

**Lecture Courses**
Undergraduate and graduate courses include instructor led presentations of selected course materials, lectures, and assignments included in the Module Home, Background, Case, and Session Long Project (SLP). Three credit hour units are assigned to lecture courses, for a total of 112.5 hours per term. For courses designated with lab work, two credit hours units are granted for lecture time. Students are expected to access and participate in each module of every course on a weekly basis. Students are also required to adhere to the university policy on Academic Participation and Substantive Interaction as published in the University catalog.

**Online Discussions**
All lecture courses are required to have online discussions based on questions generated from modular course materials to exchange practical ideas, topic application, and experiential learning. One credit hour is assigned to discussion activities facilitated by the instructor through social interaction in the online environment. A total of 37.5 hours are assigned to discussion activities per term. Students are expected to access and participate in the discussions on a weekly basis for each module. Students are also required to adhere to the university policy on Academic Participation and Substantive Interaction as published in the University catalog.

**Laboratory Courses**
Courses with lab components are assigned one credit hour for simulations and practica as stated in the Federal Definition of Credit Hour. Since these courses incorporate hands-on learning, the equivalent of one credit hour is earned in addition to the two credit hours for lecture and one credit hour for online discussions during the term.

**Additional or Reduced Units**
Additional or reduced units for any course varying from the 4-unit credit hour format must be justified if the course requires more extensive or less reading, writing, discussions, or lab time. Course proposals must be approved by the respective Trident University Committees and Office of Compliance.
Trident University Responsibilities

Trident’s credit hour policy re-enforces adherence and progress using established tools to measure the “accuracy and reliability” of credit hour results for all academic programs and new course development instructional formats. Through its academic assessment process Trident University will periodically evaluate and report on the compliance and enforcement of this policy to ensure that it meets the requirements of federal regulations and “commonly accepted practice in higher education.”
Page 22-23: Credit Completion
Replace all information in the Credit Completion section with the following:

Students receiving federal financial aid must complete their program of study within the below maximum time frame. The credits attempted for the program may not exceed 150% of the semester credit hours required for the degree. For example, a student in the BSBA program requiring 120 semester credits may not attempt more than 180 semester credit hours, including transfer credits. Students must note that when a Satisfactory Academic Progress review indicates that a student cannot complete the program within the maximum allowed credits, or when 150% is reached, no additional Title IV aid can be awarded or disbursed. Students must successfully complete at least 67% of all attempted credits and will be placed on Academic/Financial Aid Warning if this requirement is not met (See section on Satisfactory Academic Progress). Courses dropped within the add/drop period are not counted toward attempted credits.

Page 31: Maximum Time to Degree
Replace all information in the Maximum Time to Degree section with the following:

- Bachelor’s degree requirements must be fulfilled within seven consecutive years. The normal time to degree completion for a Bachelor’s degree is four years.
- Master’s degree requirements must be fulfilled within seven consecutive years. The normal time to degree completion for a Master’s degree is two and one-half years.
- Doctoral degree requirements must be fulfilled within nine consecutive years. The normal time to degree completion for a Doctoral degree is six years.

These maximum timeframes exclude approved breaks in enrollment (e.g., leaves of absence (LOA)) granted by the University.

Page 40: Instructional Sessions
Replace all information in the Instruction Sessions section with the following:

Effective May 2015 Trident offers four 12-week sessions (Fall, Winter, Spring, and Summer) and monthly 8-week sessions (January, February, March, April May, June, July, August, September, October, November, December). All courses at Trident comprise 4 semester credit hours. A full-time load at the undergraduate level is considered to be two courses (or 8 semester credit hours) at any given time. A full-time load at the graduate or Doctoral level is considered to be one course (or 4 semester credit hours) per session.

Page 47: Course Extension and Appeal Policy
Replace the first paragraph of the Course Extension and Appeal Policy with the following:

A course extension gives the students 30 additional days from the end of the session to complete the course. A course extension may be granted when circumstances prevent students from completing all required coursework before the end of the term. A course extension request will not be approved without passing submitted assignments (Case, SLP, and Discussion) in the first 50% of the course. (For six module courses, modules 1-3 must be complete. For four module courses, modules 1-2 must be complete.) Course extension requests must be submitted via the TLC Portal for approval to the course instructor of record before the deadline on the Trident University Academic Calendar. If approved, an interim “Incomplete” grade will be assigned, and the student will be granted up to 30 days of additional time to complete the course. If denied, the student may appeal the denial decision to the Committee on Academic Standards. All appeals must be submitted within three business days of the denial.
Page 47: Extensions for Extraordinary Circumstances
Replace the first paragraph of the Extensions for Extraordinary Circumstances with the following:

If a student has submitted less than 50% of the coursework and/or has not met the extension deadline as stated above due to extraordinary circumstances, the student may apply for an extension to the Committee on Academic Standards (CAS) before the last day to submit assignments for the session as indicated on the Trident University Academic Calendar. A student who has been granted a course extension due to extraordinary circumstances will be given 30 days from the end of the session to complete the course. Students will be required to submit written documentation of extraordinary circumstances.

Page 49-50: Satisfactory Academic Progress
Replace all information in the Satisfactory Academic Progress section with the following:

Satisfactory Academic Progress

Qualitative Standard:
In order to maintain good academic standing, students must demonstrate satisfactory progress toward completing their degree. This progress is measured by assigned grades and computed session grade point averages as well as overall grade point averages for all work completed at Trident.

Students are expected to remain actively engaged in their academic work (see Academic Participation and Substantive Interaction Policy) 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 higher and maintain a cumulative GPA based on the scale below:

<table>
<thead>
<tr>
<th>Student Classification (accepted transfer credits + earned Trident credits)</th>
<th>Required Minimum Cumulative Program GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: 0 - 23 Credits</td>
<td>1.5</td>
</tr>
<tr>
<td>Level 2: 24 - 47 Credits</td>
<td>1.75</td>
</tr>
<tr>
<td>Level 3: 48 - 71 Credits</td>
<td>2.0</td>
</tr>
<tr>
<td>Level 4: 72 Credits and higher</td>
<td>2.0</td>
</tr>
</tbody>
</table>

- Students in the graduate (Master’s) programs must complete each graduate course with a grade of “B-” (2.666) or higher and maintain a cumulative GPA of 3.0 (B) or higher 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 higher and maintain a cumulative GPA of 3.0 (B) or higher for all courses applying toward the degree.

Quantitative Standard:
Students must successfully complete at least 67% of all attempted credits and will be placed on Academic/Financial Aid Warning if this requirement is not met. Applied transfer credits and courses with a grade of W assigned are included in this calculation.

Replace the chart and examples after the phrase: “Please refer to the following schedule of return table and examples for explanation of the proportional return of TA funds:“ with the following:

<table>
<thead>
<tr>
<th>Session Percentage</th>
<th>Percent of Tuition Assistance Refund</th>
<th>Week/Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9%</td>
<td>100%</td>
<td>Week 1/Day 7</td>
</tr>
<tr>
<td>10-25%</td>
<td>75%</td>
<td>Week 2-3/Day 8-21</td>
</tr>
<tr>
<td>26-60%</td>
<td>25%</td>
<td>Week 4-7/ Day 22-49</td>
</tr>
<tr>
<td>61-100%</td>
<td>0%</td>
<td>Week 8-12/Day 50+</td>
</tr>
</tbody>
</table>

Example 1: When a student withdraws during week 4 of a 12-week session, 25% of the total tuition will be returned to the military. Where the withdrawal is not the result of documented military service obligations, the student will be responsible for repayment of the 25%.

Example 2: A student who withdraws, during week 8 of a 12-week session will be deemed to have earned 100% of the tuition for the session. Once 100% of tuition is deemed earned it is not subject to refund or return.
Fastrac Eight Week Session Catalog Addendum

Overview
As part of Trident’s on-going efforts to improve our educational experience, Trident is offering 8-week sessions beginning in May 2015. The shorter session is designed to better serve our students by providing a faster path to graduation. Offering our students monthly course starts enables them to complete more credits than they would during a regular quarter or semester. To limit interruption for our continuing students, Trident will offer the choice to continue with the 12-week sessions or switch to the 8-week sessions. Trident is pleased to offer this new option to students and support the success of each student’s academic journey.

8-week Session Institutional Refund Policy
The refund policy is outlined in the chart below:

<table>
<thead>
<tr>
<th>Drop/Withdrawal Request Date (8-Wks)</th>
<th>Prorated Tuition Charge</th>
<th>Tuition Refund (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before start of the session</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Day 1–3</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Day 4-5</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Day 6–8</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>After Day 8</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

(12-week Session Institutional Refund Policy located on page 19 of the 2014-2015 University Catalog - Policy Handbook.)

8-week Session Return of Military Tuition Assistance

<table>
<thead>
<tr>
<th>Session Percentage</th>
<th>Percent of Tuition Assistance Refund</th>
<th>Week/Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9%</td>
<td>100%</td>
<td>Week 1/Day 7</td>
</tr>
<tr>
<td>10-25%</td>
<td>75%</td>
<td>Week 2/Day 8-14</td>
</tr>
<tr>
<td>26-60%</td>
<td>25%</td>
<td>Week 3-5/Day 15-34</td>
</tr>
<tr>
<td>61-100%</td>
<td>0%</td>
<td>Week 6-8/Day 35+</td>
</tr>
</tbody>
</table>

Example 1: When a student withdraws during week 4 of an 8-week session, 25% of the total tuition will be returned to the military. Where the withdrawal is not the result of documented military service obligations, the student will be responsible for repayment of the 25%.

Example 2: A student who withdraws, during week 6 of an 8-week session will be deemed to have earned 100% of the tuition for the session. Once 100% of tuition is deemed earned it is not subject to refund or return.
8-week Session Academic Year and Disbursements

Undergraduate

The academic year for students enrolled in 8-week sessions is defined as 32 weeks (four consecutive sessions) and 24 credits. Each academic year has two 16 week payment periods (see examples below). Accordingly, students are expected to enroll and successfully complete 3 courses each 16 week period to maintain their scheduled award (see examples below). Students are also expected to remain enrolled in four consecutive (non-overlapping) sessions, which coincides with the 32-week academic year and loan period (for students receiving Direct Loans). Any breaks in enrollment may result in the loss of federal financial aid eligibility, delay of subsequent disbursements, and/or return of funds already disbursed.

First disbursements are released once the student is enrolled in the payment period and has completed module 1 of the first session in the payment period. Second disbursements are released once one-half of the academic year (first payment period) is successfully completed, the student is enrolled in the second payment period and has completed module 1 of the first session in the second payment period.

Successful completion of the payment period is defined as:

- A minimum of 12 credit hours (3 courses) over two non-overlapping sessions, or over three overlapping sessions (see examples below) in which the following grades are awarded:

Undergraduate Student Examples: (Each yellow and green bar represents an eight week session.)

Example 1 – Non-overlapping

<table>
<thead>
<tr>
<th>Payment Period 1 = 16 Weeks &amp; 12 Credits</th>
<th>Payment Period 2 = 16 Weeks &amp; 12 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Course</td>
<td>2 Courses</td>
</tr>
<tr>
<td>1 Course</td>
<td>2 Courses</td>
</tr>
</tbody>
</table>

Example 2 – Non-overlapping

<table>
<thead>
<tr>
<th>Payment Period 1 = 16 Weeks &amp; 12 Credits</th>
<th>Payment Period 2 = 16 Weeks &amp; 12 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Courses</td>
<td>1 Course</td>
</tr>
<tr>
<td>2 Courses</td>
<td>1 Course</td>
</tr>
</tbody>
</table>

Example 3 – Overlapping

<table>
<thead>
<tr>
<th>Payment Period 1 = 16 Weeks &amp; 12 Credits</th>
<th>Payment Period 2 = 16 Weeks &amp; 12 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Course</td>
<td>1 Course</td>
</tr>
<tr>
<td>1 Course</td>
<td>1 Course</td>
</tr>
</tbody>
</table>

Graduate

The academic year for students enrolled in 8-week sessions is defined as 32 weeks (four consecutive sessions) and 16 credits. Each academic year has two 16 week payment periods (see example below). Accordingly, students are expected to enroll and successfully complete 2 courses each 16 week period to maintain their scheduled award (see examples below). Students are also expected to remain enrolled
in four consecutive (non-overlapping) sessions, which coincides with the 32-week academic year and loan period (for students receiving Direct Loans). Any breaks in enrollment may result in the loss of federal financial aid eligibility, delay of subsequent disbursements, and/or having funds returned if funds have already been disbursed.

First disbursements are released once the student is enrolled in the payment period and has completed module 1 of the first session in the payment period. Second disbursements are released once one-half of the academic year (first payment period) is successfully completed, the student is enrolled in the second payment period and has completed module 1 of the first session in the second payment period.

Successful completion of the payment period is defined as:

- A minimum of 8 credit hours (2 courses) over two non-overlapping sessions (see example below), in which the following grades are awarded:
  - A, A-, B+, B, B-

*Graduate Student Example – Non-overlapping: (Each yellow bar represents an eight week session.)*

<table>
<thead>
<tr>
<th>Payment Period 1 = 16 Weeks &amp; 8 Credits</th>
<th>Payment Period 2 = 16 Weeks &amp; 8 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Course</td>
<td>1 Course</td>
</tr>
<tr>
<td>1 Course</td>
<td>1 Course</td>
</tr>
</tbody>
</table>

**Financial Aid Payment Periods and Enrollment Policy**

Students seeking federal financial aid must be registered for all courses in their payment period prior to disbursement of funds for the payment period. The payment period is the period of time it takes a student to successfully complete both half the number of credits and half the number of weeks of instruction in the academic year. Each payment period is 16 consecutive weeks and 12 credits (3 courses) for undergraduate students and 8 credits (2 courses) for graduate students. If a student fails a course or courses or if there is a break in enrollment, the payment period will need to be extended beyond 16 weeks, because half the credits in the academic year have not been satisfied. The second payment period is complete once the student has successfully completed the second half of the academic year’s weeks and credits. Students are not eligible to enter a new academic year until they have successfully completed a full academic year.

*(12-week Session Academic Year and Disbursements located on page 22 of the 2014-2015 University Catalog - Policy Handbook.)*

**8-week Session Maximum Course Load**

Students may be enrolled in a maximum of three active courses at any time. Active courses are defined as current courses and any course(s) on extension from previous terms.

*(12-week Session Maximum Course Load Policy is located on page 40 of the 2014-2015 University Catalog - Policy Handbook.)*
8-week Add-and-Drop Policy

The add-and-drop period ends 8 days after the start of the session. Students are responsible for the management of their course registration and status through the TLC Portal. 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.

(12-week Add-and-Drop Policy is located on page 40 of the 2014-2015 University Catalog - Policy Handbook.)