Addendum I to the 2013-2014 University Catalog – Academic Programs

Effective Winter 2014 session, the following sections of the catalog have been amended/added:

Added to page 86 – DEL 632 as an additional elective course

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP - EDUCATIONAL TECHNOLOGY

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

DEL 606	Management of Change in Education	4
DEL 614	Research in Educational Leadership	4
DEL 625	Research in E-Learning	4
DEL 632	Legal Aspects of Education Leadership	4
DEL 635	Current Issues in E-Learning	4

Added to page 176 – New Graduate Certificate in Homeland Security

HOMELAND SECURITY (MSEDM)

Certificate Introduction

The goal of the Graduate Certificate in Homeland Security is cultivating decision-making skills critical in domestic threats inside and outside America's boundaries. The student will become knowledgeable with FEMA, NRF, NIMS, and Joint Terrorism Task Force policies and procedures. Student will become familiar with the latest detection devices in the monitoring, gathering, and sharing of intelligence critical to mitigate and combat terrorist actions. Realistic simulation exercises will be used to sharpen skills for effective homeland security interactions.

Transfer Credit No Credit Transfer Allowed

Required Certificate Courses

HLS 501	Introduction to Homeland Security	4
HLS 502	Intelligence Analysis and Homeland Security	4
HLS 503	Homeland Crisis Management	4

Total Certificate Credit Hour Requirement   16 Semester Credit Hours

Amended - the following courses' titles and/or descriptions have been revised:

- Page 179: **ACC 520 Internal Control and Auditing** Both internal and external auditing procedures are crucial to check and verify a company's internal control system. The purpose of this course is twofold: (1) To review issues relating to developing and implementing a system of internal controls including Sarbanes-Oxley; and (2) To learn about internal and external auditing procedures and standards. The topic will cover both domestic and global approaches and trends.

- Page 186: **BUS 503 Organizational 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 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. Prerequisite: ETH 501

- Page 188: **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 effect 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. Prerequisite: ETH 501

- Pages 191, 139, 141, 143; 145, 147,149,151,154, 156: **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. Prerequisite: CSC 414

- Page 192: **DBA 699 Dissertation Proposal Seminar** This seminar is the first step towards the dissertation proposal development process. Students will work on the development of a complete dissertation prospectus (approximately 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. Prerequisite: RES 620

- Pages 196, 85, 88, 91: **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. Prerequisite: DEL 618

- Page 199: **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, causal 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. Prerequisite: DHS 600

- Pages 196, 86, 89, 134: **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.

- Pages 196, 89, 92: **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.

- Page 200: **DHS 699 Dissertation Seminar** The purpose of this course is to guide you through the process of writing the first draft of your dissertation proposal.

- Page 229: **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. Prerequisite: MGT 301; MGT 302

- Page 231: **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. Prerequisite: ETH 501

- Pages 240, 31: **NCM 501 Foundations of Conflict Resolution Management** This course is intended to further widen and complete the scope of master's 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 lives, the purpose of this course is threefold—first, to understand the underlying sources of conflict and the way conflict is manifested at 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; and third, to enhance our understanding of the most constructive business and organizational resolution approaches; namely, negotiation, mediation, and arbitration.

- Page 241: **ORG 602 Organizational Studies II** This course builds upon and conceptually deepens the foundations established in ORG 601 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 mismatches 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. Prerequisite: ORG 601

Amended to page 252 and 257 - The following courses will be retired and will be removed from the Teach-Out courses' list

TEACH-OUT – COURSE DESCRIPTIONS

Page 252: DEL 616 Conflict Resolution in Education
Page 252: DEL 633 Enrollment Management
Page 257: MHM 501 Management and Organization Behavior