2015 · 2016

Academic Programs
2015 - 2016 UNIVERSITY CATALOG
EFFECTIVE - FALL 2015 SESSION

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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 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.

This catalog effective Fall 2015 session replaces and supersedes the 2014-2015 Catalog and its Addenda I-III.

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 Trident'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 and Humanities, Health and Wellness, Physical and Biological Sciences, Social and Behavioral Sciences, and Information and Technology Literacy 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 seven competency areas listed below and complete a minimum of 48 semester 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 hours of GE coursework.

Arts/Humanities	2 courses/8 semester hours if taken at Trident
English Composition	2 courses/8 semester hours if taken at Trident
Health and Wellness	1 course/4 semester hours if taken at Trident
College Mathematics	1 course/ 4 semester hours if taken at Trident
Physical and Biological Sciences	2 courses/8 semester hours if taken at Trident
Social and Behavioral Sciences	2 courses/8 semester hours if taken at Trident
Information and Technology Literacy	1 course/4 semester hours if taken at Trident
One additional course from any of the above competency areas	1 course/4 semester hours if taken at Trident

General Education Special Instructions

- TUX is an undergraduate requirement for ALL students.
- TUX also satisfies one course from the Social and Behavioral Sciences
- TUX 101 is a required course for students transferring with fewer than 60 semester hours.
- TUX 301 is a required course for new students transferring in 60 semester hours or more.
- Courses denoted with an asterisk (*) are program requirements that also meet general education competency areas. A general education course that meets a concentration requirement is indicated with a double asterisk (**).

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.
- Retrieve and critically evaluate information from digital media.

- Apply technological tools in the learning process and in real-world scenarios.

Arts and Humanities (8 Semester Hours)

Select two courses from the following:

ART 101	Art History	4
BHE 226	Health Communication and Advocacy*	4
BHS 365	Ethics in Health Care*	4
BHS 414	Cross-Cultural Health Perspectives*	4
BUS 280	Communications in Business	4
BUS 303	Business Communication*	4
CHS 200	Critical Thinking for Health Care Professionals	4
ENG 201	American Literature	4
ETH 301	Business Ethics*	4
HIS 101	Modern World History	4
HIS 201	American History I: Before 1877	4
HIS 202	American History II: 1877 and Beyond	4
HIS 205	History and Impact of the Internet	4
HLS 210	Fundamentals and Ethics of Homeland Security*	4
ITM 434	Business Ethics and Social Issues in Computing*	4
PHI 201	Introduction to Western Philosophy	4
SVC 101	Introduction to Speech and Verbal Communications	4

English Composition (8 Semester Hours)

ENG 101	English Composition I	4
ENG 102	English Composition II	4

Health and Wellness (4 Semester Hours)

CHS 202	Health and Society	4

College Mathematics (4 Semester Hours)

Select one course from the following:

BHS 220	Introduction to Health Statistics*	4
BUS 306	Quantitative Reasoning*	4
MAT 101	College Mathematics	4
MAT 106	Discrete Mathematics	4
MAT 150	College Algebra	4
MAT 201	Basic Statistics	4
MAT 202	Advanced Mathematics	4
STS 401	Business Statistics	4

Physical and Biological Sciences (8 Semester Hours)

Select two courses from the following:

ANT 100	Stress and the Human Body	4
ANT 250 I	Anatomy and Physiology I	4
ANT 250 I L	Anatomy and Physiology I Lab	4
ANT 250 II	Anatomy and Physiology II	4
ANT 250 II L	Anatomy and Physiology II Lab	4
BIO 101	Introduction to Biology	4
CHEM 100	Introduction to Chemistry	4

CHEM 100 L	Introduction to Chemistry with Lab	4
CHEM 101	General Chemistry I	4
CHEM 101 L	General Chemistry I with Lab	4
CHEM 102	General Chemistry II	4
CHEM 102 L	General Chemistry II with Lab	4
ECOL 100	The Economics of Biodiversity	4
ECOL 101	Ecology and Conservation on Military Installations	4
MIC 100	Microbiology	4
MIC 100L	Microbiology Lab	4

Social and Behavioral Sciences (8 Semester Hours)

Select one course from the following:

TUX 101	Trident University Experience	4
TUX 301	Trident University Experience for Students in Transition	4

Select one course from the following:

BHE 200	Essentials of Public Health**	4
BHM 443	Legal Aspects of Health Care**	4
BUS 205	Business Law**	4
BUS 305	Competitive Analysis and Business Cycles*	4
COM 301	International Communication*	4
ECO 201	Microeconomics*	4
ECO 202	Macroeconomics*	4
HLS 460	Intelligence and Law Enforcement *	4
ITM 433	Human Computer Interaction*	4
POL 201	Global Politics in the Modern World	4
POL 202	American Government	4
PSY 101	Introduction to Psychology	4
SOC 201	Introduction to Sociology	4

Information and Technology Literacy (4 Semester Hours)

Select one course from the following:

BHS 101	Technology, Innovation, and Critical Thinking for Health and Social Sciences	4
BUS 101	Technology, Innovation, and Critical Thinking for Business and Leadership Studies	4
CSC 101	Technology, Innovation, and Critical Thinking for Computer Sciences and Information Technology Management	4
HLS 101	Gateway to Homeland Security	4
ITM 101	Technology, Innovation, and Critical Thinking for Computer Sciences and Information Technology Management	4

One Additional Course from any of the above competency areas (4 Semester Hours)

Total General Education Semester Hour Requirement

A minimum of 45 semester hours

Glenn R. Jones College of Business

The mission of the Glenn R. Jones College of Business 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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

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.

Concentration Core Courses (8 Semester Hours)

CMG 301	Fundamentals of Contract Management/Administration	4
CMG 490	Capstone Course in Contract Management	4

Concentration Elective Courses (8 Semester Hours)

Select two courses from the following:

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

Additional Lower Division Program Requirements

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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident.

Degree Semester Hour Requirement

A minimum of 120 semester 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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

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.

Concentration Core Courses (16 Semester 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

Additional Lower Division Program Requirements

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

Upper Division Semester Hour Requirement
A minimum of 36 upper division semester hours

Residency Requirement
A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement
A minimum of 120 semester hours

Bachelor of Science in Business Administration
Entrepreneurship

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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499 Strategic Management should not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

Concentration Learning Outcomes

- Apply effective communication skills in a business environment.
- Conduct results oriented and academic research to analyze practical entrepreneurial problems and issues.
- Assess the ethical implications of entrepreneurial decisions and actions.
- Apply entrepreneurial 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 entrepreneurial decisions.

Concentration Core Courses (8 Semester Hours)

FIN 405	Entrepreneurial Finance	4
MGT 403	Entrepreneurship	4

Concentration Elective Courses (8 Semester Hours)

Select two courses from the following:

MGT 401	Leadership and Change	4
MGT 407	Principles of Human Resource Management	4
PRM 301	Introduction to Project Management	4

Additional Lower Division Program Requirements

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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident.

Degree Semester Hour Requirement

A minimum of 120 semester 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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

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.

Concentration Core Courses (16 Semester Hours)

FIN 302	Investment Analysis	4
FIN 402	Money and Banking	4
FIN 403	International Finance	4
FIN 490	Capstone Course in Finance	4

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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester 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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499	Strategic Management should not be taken until all other core courses have been successfully completed.
	A minimum grade of "C" is required in MGT 499 may not be taken until all other core courses have been successfully completed.

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.

Concentration Elective Courses: (16 Semester Hours)

Select <u>four</u> courses from the following:

MGT 401	Leadership and Change	4
LOG 301	Introduction to Supply Chain Management	4
CMG 301	Fundamentals of Contract Management/Administration	4
CMG 302	Negotiation, Pricing, and Conflict Resolution	4
MGT 422	Decision Making for Leaders	4
PRM 301	Introduction to Project Management	4
	Other electives as approved by Program Director	

Additional Lower Division Program Requirements

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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours.

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

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.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements

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.

Concentration Core Courses (16 Semester Hours)

MGT 401	Leadership and Change	4
MGT 402	Customer Service Management	4
MGT 403	Entrepreneurship	4
MGT 423	Organizational Development and Change	4

Concentration Special instruction

MGT 423	Organizational Development and Change 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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester 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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4

BUS 401	International Business	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 Instructions

MGT 499 Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

Concentration Learning Outcomes

- Demonstrate knowledge of Human Resource 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 Resource 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.

Concentration Core Courses (16 Semester Hours)

MGT 407	Principles of Human Resource Management	4
MGT 412	Human Resource Management and Law	4
MGT 411	Advanced Topics in Human Resource Management	4
MGT 491	Capstone Course in Human Resource Management	4

Concentration Special Instruction

MGT 491 Capstone Human Resource Management 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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement
A minimum of 120 semester hours

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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

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

A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

Concentration Learning Outcomes

- Apply effective communication skills in an information technology environment.
- Conduct results oriented and academic research to analyze practical information technology 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.

Concentration Core Courses (16 Semester Hours)

ITM 306	Foundations of Management 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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Business Administration
International 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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed. A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

Concentration Learning Outcomes

- Apply effective communication skills in an international business environment.
- Conduct results oriented and academic research to analyze practical international business problems and issues.
- Assess the ethical implications of international business decisions and actions.
- Apply international business 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 international business decisions.

Concentration Core Courses (16 Semester Hours)

FIN 403	International Finance	4
HRM 403	Global HRM	4
LOG 401	Introduction to Global Logistics Management	4
MKT 410	International Marketing	4

Additional Lower Division Program Requirements

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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident.

Degree Semester Hour Requirement

A minimum of 120 semester 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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

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.

Concentration Core Courses (16 Semester Hours)

MGT 401	Leadership and Change	4
MGT 420	Power, Influence, and Persuasion	4
MGT 422	Decision Making for Leaders	4
MGT 423	Organizational Development and Change	4

Concentration Special Instructions

MGT 423   Organizational Development and Change 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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester 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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

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.

Concentration Core Courses (16 Semester 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 Course in Logistics 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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Business Administration Management/Leadership (Special military program for MOS 12/21 service members)

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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499 Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

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 midlevel managers working in multinational organizations.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.

Concentration Core Courses (16 Semester Hours)

MGT 401	Leadership and Change	4
MGT 420	Power, Influence, and Persuasion	4
MGT 422	Decision Making for Leaders	4

MGT 423	Organizational Development and Change	4

Concentration Special Instructions

MGT 423   Organizational Development and Change 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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

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.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4

BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

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

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.

Concentration Core Courses (16 Semester Hours)

PRM 301	Introduction to Project Management	4
CMG 302	Negotiations, Pricing, and Conflict Resolution	4
ACC 310	Managerial Cost Accounting	4
PRM 490	Project Management Integration	4

Concentration Special Instructions

PRM 490   Project Management Integration 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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement
A minimum of 120 semester hours

Bachelor of Science in Business Administration
Safety Management

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.

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.

Program Core Courses (52 Semester Hours)

ACC 403	Principles of Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	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 Instructions

MGT 499   Strategic Management may not be taken until all other core courses have been successfully completed.
A minimum grade of "C" is required in MGT 499 to meet graduation requirements.

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.

Concentration Core Courses (16 Semester Hours)

SAF 301	Life Safety and Hazard Control *	4
SAF 302	Safety and 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

BUS 305	Competitive Analysis and Bus. Cycles	4
MAT 201	Basic Statistics	4

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester 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 resource 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 Resource functions and be able to apply the knowledge to "get, keep, and grow" talent.
- Demonstrate knowledge of the effects of Human Resource 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

Program Core Courses (52 Semester Hours)

BUS 303	Business Communication	4
ETH 301	Business Ethics	4
HRM 401	Staffing Organizations	4
HRM 402	Training and Development	4
HRM 403	Global HRM	4
HRM 404	HR Information Systems	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MKT 301	Principles of Marketing	4
MGT 407	Principles of Human Resource Management	4
MGT 411	Advanced Topics in Human Resource Management	4
MGT 412	Human Resource Management and Law	4
MGT 491	Capstone in Human Resource Management	4

Program Core Special Instructions

MGT 491	Capstone in Human Resource Management must be taken in final session. A minimum grade of "C" is required in MGT 491 to meet graduation requirements.

Program Elective Courses (16 Semester Hours)

Select <u>four</u> courses from the following:

ACC 201	Financial Accounting	4
BUS 401	International Business	4
FIN 301	Principles of Finance	4
ITM 301	Principles of Information Systems in Business and Organizations	4
MGT 401	Leadership and Change	4
MGT 420	Power, Influence, and Persuasion	4
OPM 300	Introduction to Operations Management	4
OR	Approved business, psychology, sociology, or behavioral science courses	

Additional Lower Division Program Requirements

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

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement
A minimum of 120 semester hours

Bachelor of Science in Leadership
Criminal Justice Administration

Program Introduction

The Bachelor of Science in Leadership (BSL) program is designed to meet the needs of Trident University International (Trident) students whose educational and professional goals include acquiring the knowledge and skills needed for leadership careers within a variety of organizations. In the BS Leadership – Criminal Justice Administration Concentration, the program will offer a comprehensive curriculum of communications, organizational behavior, ethics, the sociology of criminal justice, criminal justice systems, criminal justice structures and procedure, and leadership theory and practice.

Program Learning Outcomes

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

- Describe the role of the leader in today's business and government environment and the challenges facing leaders of the future.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.
- Create and assess their own personal leadership development plan.
- 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.
- Analyze the process of dealing with change as mid-level managers working in multinational organizations or analyze the process of dealing with change as mid-level administrators working in criminal justice agencies.
- Utilize critical thinking and research skills in the evaluation of alternative leadership solutions.
- Conduct academic research to analyze practical business and government problems.

Program Core Courses (36 Semester Hours)

ETH 301	Business Ethics	4
BUS 303	Business Communication	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 407	Principles of Human Resource Management	4
MGT 401	Leadership and Change	4
MGT 420	Power, Influence, and Persuasion	4
MGT 422	Decision Making for Leaders	4
LED 402	Leadership Training and Development	4

Concentration Core Courses (32 Semester Hours)

ITM 301	Principles of Information Systems in Business and Organizations	4
LED 401	Leadership Research Methods	4
CJA 301	Criminology and Public Policy	4

CJA 302	Criminal Justice Systems	4
CJA 401	Criminal Justice Administration	4
CJA 403	Perspectives in Criminal Justice	4
CJA 404	Criminal Procedure	4
CJA 490	Capstone Course in Criminal Justice Administration	4

Concentration Special Instructions

CJA 490 Capstone Course in Criminal Justice Administration may not be taken until all other concentration courses have been successfully completed.
A minimum grade of "C" is required in CJA 490 to meet graduation requirements.

Additional Lower Division Concentration Requirement (4 Semester Hours)

| CJA 205 | Constitutional Law and Criminal Justice Administration | 4 |

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Leadership
Interdisciplinary Studies

Program Introduction

The Bachelor of Science in Leadership (BSL) program is designed to meet the needs of Trident University International (Trident) students whose educational and professional goals include acquiring the knowledge and skills needed for leadership careers within a variety of organizations. In the BS Leadership – Interdisciplinary Studies Concentration, the program will offer a comprehensive curriculum that emphasizes integrating knowledge from different perspectives, developing strong analytical and communication capabilities and problem solving and decision making in creative and innovative ways as well as leadership theory and practice. Students will be prepared to embark upon management and leadership careers within a variety of organizations.

Program Learning Outcomes

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

- Describe the role of the leader in today's business and government environment and the challenges facing leaders of the future.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.
- Create and assess their own personal leadership development plan.

- 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.
- Analyze the process of dealing with change as mid-level managers working in multinational organizations or analyze the process of dealing with change as mid-level administrators working in criminal justice agencies.
- Utilize critical thinking and research skills in the evaluation of alternative leadership solutions.
- Conduct academic research to analyze practical business and government problems.

Program Core Courses (36 Semester Hours)

ETH 301	Business Ethics	4
BUS 303	Business Communication	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 407	Principles of Human Resource Management	4
MGT 401	Leadership and Change	4
MGT 420	Power, Influence, and Persuasion	4
MGT 422	Decision Making for Leaders	4
LED 402	Leadership Training and Development	4

Concentration Core Course (4 Semester Hours)

MGT 423	Organizational Development and Change	4

Concentration Elective Courses (32 Semester Hours)

To be taken from: Social Science, Behavioral Science, Health Science, Technology, and Humanities upon approval of Program Director

Concentration Special Instructions

MGT 423   Organizational Development and Change may not be taken until all other concentration courses have been successfully completed.
A minimum grade of "C" is required in MGT 423 to meet graduation requirements.

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident.

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Leadership Management

Program Introduction

The Bachelor of Science in Leadership (BSL) program is designed to meet the needs of Trident University International (Trident) students whose educational and professional goals include acquiring

the knowledge and skills needed for leadership careers within a variety of organizations. In the BS Leadership – Management Concentration, the program will offer a comprehensive curriculum of communications, marketing, economics, general management, organizational behavior, ethics, team building, understanding of finance, and leadership theory and practice.

Program Learning Outcomes

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

- Describe the role of the leader in today's business and government environment and the challenges facing leaders of the future.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.
- Create and assess their own personal leadership development plan.
- 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.
- Analyze the process of dealing with change as mid-level managers working in multinational organizations or analyze the process of dealing with change as mid-level administrators working in criminal justice agencies.
- Utilize critical thinking and research skills in the evaluation of alternative leadership solutions.
- Conduct academic research to analyze practical business and government problems.

Program Core Courses (36 Semester Hours)

ETH 301	Business Ethics	4
BUS 303	Business Communication	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 407	Principles of Human Resource Management	4
MGT 401	Leadership and Change	4
MGT 420	Power, Influence and Persuasion	4
MGT 422	Decision Making for Leaders	4
LED 402	Leadership Training and Development	4

Concentration Core Courses (24 Semester Hours)

MKT 301	Principles of Marketing	4
ITM 301	Principles of Information Systems in Business and Organizations	4
BUS 401	International Business	4
LED 401	Leadership Research Methods	4
MGT 499	Strategic Management	4
MGT 423	Organizational Development and Change	4

Concentration Elective Courses (8 Semester Hours)

Select <u>two</u> courses from the following:

MGT 402	Customer Service Management	4
MGT 403	Entrepreneurship	4
PRM 301	Introduction to Project Management	4

Concentration Special Instructions

MGT 423   Organizational Development and Change may not be taken until all other concentration courses have been successfully completed.
A minimum grade of "C" is required in MGT 423 to meet graduation requirements.

Additional Lower Division Concentration Requirements (4 Semester Hours)

MAT 201   Basic Statistics   4

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident.

Degree Semester Hour Requirement

A minimum of 120 semester hours

3/2 Program in Human Resource Management
This program will be offered in a future session.

Program Introduction

The program is designed to allow a student to earn both a BSHRM and MSHRM in 5 years which is significantly less time than it would take to obtain both degrees if pursued consecutively. 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 resource 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. 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 resource field. This degree provides students with a strong business background and an in-depth knowledge of the Human Resource Management discipline. They will be prepared to join an organization as valuable contributors to both the strategic direction and operational vision of the organization.

The 3/2 program teaches practical skills across key HR functions including staffing, performance management, training and development, HR information systems, compensation, global HRM, legal compliance and more. All courses are case based and application based.

Program Learning Outcomes

By the end of the BSHRM program, graduates should be able to:

- Demonstrate knowledge of Human Resource functions and be able to apply the knowledge to "get, keep, and grow" talent.
- Demonstrate knowledge of the effects of Human Resource 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

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:
  - o Evaluate human resource management systems performance
  - o 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 resource.

Degree Semester Hour Requirement

A minimum of 120 semester hours of undergraduate coursework and a minimum of 44 semester hours of graduate level coursework

BSHRM: 12 courses (48 semester hours) of which: 11 required courses (44 semester hours) and one elective (4 semester hours) as follows:

Program Core Courses (44 Semester Hours)

MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MKT 301	Principles of Marketing	4
MGT 407	Principles of HRM	4

HRM 401	Staffing Organizations	4
HRM 402	Training and Development	4
MGT 412	HRM and Law	4
MGT 411	Advanced Topics in HRM	4
HRM 403	Global HRM	4
HRM 404	HR Information Systems	4
FIN 301	Principles of Finance	4

Program Elective Courses (4 Semester Hours)

Select one course from the following:

| BUS 205 | Business Law | 4 |
| MGT 401 | Leadership and Change | 4 |

Additional Lower Division Program Requirements

| ECO 201 | Microeconomics | 4 |
| ECO 202 | Macroeconomics | 4 |

MSHRM 11 courses (44 semester hours): 8 required courses (32 semester hours) and 3 elective (12 semester hours) as follows:

Program Core Courses (32 Semester Hours)

ETH 501	Business Ethics	4
BUS 503	Organizational Change and Transformation	4
MGT 511	Advanced Topics in HRM	4
MGT 516	Legal Implications in Human Resources Management	4
HRM 520	Staffing, Performance Management, and Training	4
HRM 522	Employment and Labor Relations	4
HRM 599	Integrative Capstone	4
LED 520	Cross-cultural Communication and Leadership	4

Program Elective Courses (12 Semester Hours)

Select three courses from the following:

ACC 501	Accounting for Decision Making	4
FIN 501	Corporate Finance	4
MGT 503	Advanced Entrepreneurship	4
MGT 506	Strategic Leadership	4
MGT 508	Leadership of Teams	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4
NCM 501	Foundations of Conflict Resolution Management	4
NCM 511	Mediation and Arbitration	4
NCM 512	Negotiation Strategies	4
OPM 500	Operations Management	4
PRM 501	Foundations of Project Management	4

Admissions Requirements

Students are admitted to the program at the undergraduate level only. Students must have earned 60 semester hours of undergraduate credit and have a minimum GPA of 3.0. The 60 semester hour requirement can be met either at Trident or through transfer. Students who do not meet these

requirements, but do meet the stated admissions guidelines in the Trident University catalog for an undergraduate program, may take courses to meet the 60 semester hour requirement and/or the 3.0 GPA requirement and "transfer" to the program.

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Transfer Credit Maximum

A maximum of 60 semester hours of undergraduate coursework

Residency Requirement

A minimum of 36 semester hours must be completed at Trident.

Current BSHRM students

Current BSHRM students may switch to the 3/2 BSHRM/MSHRM program provided they meet the 60 semester hour requirement and have achieved a minimum GPA of 3.0.

3/2 BSHRM and MSHRM Schedule of Units Earned

Years 1 -3 Undergraduates complete 96 semester hours of undergraduate coursework of which 36 semester hours must be taken at Trident.

Year 4: Students begin master classes and take 24 semester hours of graduate coursework (courses in the MSRHRM program), giving them 120 semester hours for the BSHRM. Upon taking the 120 semester hours and meeting the required 96 semester hours of GE and undergraduate core courses stated in the BSHRM part of the program, students would be awarded a BSHRM.

Year 5: Students take another 20 semester hours of MS graduate classes. In year 5 students are now classified as graduate students in the MSHRM part of the program. At the end of year 5 students who have completed the remaining 20 semester hours of the MSHRM program are granted a MSRHM. The MSHRM under this program requires the 24 semester hours taken in the 4th year with the 20 semester hours in the 5th year to meet the 44 semester hour requirement for a MSHRM.

Students who withdraw from the 3/2 BSHRM and MSHRM program

- Students who withdraw with less than 120 units would go into the regular BSHRM and require a minimum of 120 units to earn their undergraduate degree as well as program requirements.
- Students who withdraw from the program would not be allowed to re-enter the program. A student who after earning their BSHRM would have to apply as a new graduate student for the MSHRM.

Master of Business Administration

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire

a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived and an elective substituted.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

Degree Semester Hour Requirement

36-40 semester hours

Master of Business Administration
Conflict and Negotiation Management

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Core Courses (12 Semester Hours)

NCM 501	Foundations of Conflict Resolution Management	4
NCM 511	Mediation and Arbitration	4
NCM 512	Negotiation Strategies	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Entrepreneurship

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.

- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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 in 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.

Concentration Core Courses (12 Semester Hours)

FIN 509	Entrepreneurial Finance	4
MGT 503	Advanced Entrepreneurship	4
ECM 555	e-Entrepreneurship	4

Degree Semester Hour Requirement
44 to 48 semester hours

Master of Business Administration
Finance

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses

| BUS 500 | For students with an undergraduate degree in Business Administration, this course may be waived. |
| *MGT 599* | Strategic Management may not be taken until all other core courses have been successfully completed. |

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.

Concentration Core Courses (12 Semester Hours)

FIN 502	International Finance	4
FIN 503	Monetary Policy and Financial Institutions	4
FIN 504	Investments and Portfolio Management	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
General Management

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.

- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Elective Courses (12 Semester Hours)

Select three from the following:

BUS 503	Organizational Change and Transformation	4
MGT 506	Strategic Leadership	4
MGT 509	Human Resource Management	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Human Resource Management

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501   Business Ethics must be the first course taken before any other MBA courses

BUS 500   For students with an undergraduate degree in Business Administration, this course may be waived.

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

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.

Concentration Core Courses (12 Semester 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

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Information Security and Digital Assurance Management

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Core Courses (12 Semester 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

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Information Technology Management

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4

BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Core Courses (12 Semester Hours)

ITM 525	Management of Information Technology in Organizations	4
ITM 530	Managing IT Systems Development in Context of Multiple Stakeholders' Expectations	4
ITM 540	Database and Knowledge-Base Management	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
International Business

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global

business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Core Courses (12 Semester Hours)

FIN 502	International Finance	4
MKT 502	International Marketing	4
LOG 502	Managing the Global Logistics Chain	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Logistics

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.

- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Core Courses (12 Semester Hours)

LOG 501	Managing the Supply Chain	4

Concentration Elective Courses

Select two 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

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Management Accounting

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Core Course (4 Semester Hours)

ACC 504	Issues in Managerial Accounting	4

Concentration Elective Courses (8 Semester Hours)

Select two of the following:

ACC 503	Federal Taxation and Business Strategy	4
ACC 520	Internal Control and Auditing	4
ACC 525	Sustainability Accounting and Reporting	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Marketing

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.

- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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 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.

Concentration Core Courses (12 Semester Hours)

MKT 510	Marketing Services	4

Concentration Elective Courses

Select <u>two</u> courses from the following:

ITM 535	Business Intelligence: Data Mining, Data Warehousing and Data Analytics	4
MKT 502	International Marketing	4
MGT 515	Customer Relationship Management	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Project Management

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4

ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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

Concentration Core Courses (12 Semester Hours)

PRM 501	Foundations of Project Management	4
ACC 504	Issues in Managerial Accounting	4

Concentration Elective Courses

Select <u>one</u> course from the following:

ITM 533	IT Project, Logistics, and Contract Management	4
MGT 508	Leadership of Teams	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Safety Management

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Program Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Core Courses (12 Semester Hours)

EOH 502	Fundamentals of Environmental and Occupational Health	4
MHE 503	Survey of Emergency and Disaster Management	4
MIH 527	Environmental Health Assessment	4

Degree Semester Hour Requirement

44 to 48 semester hours

Master of Business Administration
Strategic Leadership

Program Introduction

Trident University International's Master of Business Administration (MBA) program is designed to prepare professionals to manage and lead enterprises that create value for stakeholders in a global business environment. Using a case-based approach, the program is intended for working professionals who wish to advance their careers through education while working full time. Adult learners will acquire a solid foundation in core business functions, develop analytical capabilities, and enhance critical thinking skills.

Learning Outcomes

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

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (36 Semester Hours)

BUS 500	Financial Intelligence	4
ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4

MGT 501	Management and Organizational Behavior	4
MGT 599	Strategic Management	4
MKT 501	Strategic Marketing	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MBA courses
BUS 500	For students with an undergraduate degree in Business Administration, this course may be waived.
MGT 599	Strategic Management may not be taken until all other core courses have been successfully completed.

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.

Concentration Core Courses (12 Semester Hours)

MGT 506	Strategic Leadership	4
MGT 508	Leadership of Teams	4
NCM 512	Negotiation Strategies	4

Degree Semester Hour Requirement

44 to 48 semester hours

Dual Degree
Master of Science in Health Administration and Master of Business Administration (MSHA-MBA)

Program Introduction

The Glenn R. Jones College of Business 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.

MSHA Program Learning Outcomes

- Identify and apply appropriate models and theories to approach and address administrative healthcare problems or issues.
- Develop effective written documents and presentation as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.

- Apply quantitative skills and methods to evaluate healthcare data/information.
- Identify and critically evaluate professional literature in the field of health administration.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Effectively integrate and develop coordinated plans across various departments to serve the needs of diverse individuals, families, and communities within the healthcare settings.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the healthcare field.

MBA Program Learning Outcomes

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (64 Semester Hours)

MBA courses:

ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MKT 501	Strategic Marketing	4
OPM 500	Operation Management for Managers	

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 Capstone Course in Health Administration and Business Administration	4

Program Core Special Instructions

CAP 599   Integrative Capstone Course in Health Administration and Business Administration must be taken in final session.

- The student needs to apply specifically to the dual degree program when applying to the university.
- The MSHA/MBA degree requires total of 64 semester hours, 32 semester hours from each program. The student may choose which program he/she completes first. However, students without an undergraduate degree in Business Administration should complete the MSHA program courses 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 MGT599 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.

Degree Semester Hour Requirement

64 Semester 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.

Program Core Courses (36 Semester Hours)

ETH 501	Business Ethics	4
BUS 502	Principles of Business	4
HRM 520	Staffing, Performance Management and Training	4
HRM 522	Employment and Labor Relations	4
HRM 599	Integrative Capstone	4
MGT 501	Management and Organizational Behavior	4
MGT 509	Human Resource Management	4
MGT 511	Advanced Topics in Human Resource Management	4
MGT 516	Legal Implications in Human Resource	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MSHRM courses
BUS 502	For students with an undergraduate degree in Business Administration, this course may be waived and an elective from the MBA curriculum substituted.
HRM 599	HRM599 Integrative Capstone must be taken during the last semester of the program, and not concurrently with any required program core course

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master of Science in Leadership

Program Introduction

Trident University International's Master of Science in Leadership (MSL) program is designed to provide mid-career professionals with the innovative, visionary and transformative capabilities that will be most needed by 21st century leaders. The MSL program uses the most current leadership theory, best practices, and organizational case studies to promote student learning and to enable new leaders to best meet the diverse and multi-faceted challenges they will face in organizational leadership roles. The MS in Leadership program is centrally founded on leadership values of personal integrity, organizational ethics, and service to others.

Program Learning Outcomes

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

- Demonstrate mastery of contemporary leadership theories through application and practice.
- Utilize critical thinking to evaluate the interdependencies of organizational systems at various levels, including its people, structures, culture, and tasks, to optimally guide decision-making.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational leadership.
- Lead by promoting diversity, inclusion, and trust, while ensuring leadership accountability and organizational sustainability.
- Lead an organization through transformative change while working to adapt to the complex challenges that exist within the internal organization and the external environment.
- Apply information literacy and independent research skills to make sound decisions.
- Utilize oral and written communication skills to develop and deliver persuasive presentations.

Program Core Courses (32 Semester Hours)

BUS 503	Organizational Change and Transformation	4
ETH 501	Business Ethics	4
LED 514	Mentoring and Developing Employees	4
LED 560	Leadership and Strategy	4
LED 599	MSL Integrative Project	4
MGT 501	Management and Organizational Behavior	4
MGT 506	Strategic Leadership	4
MGT 508	Leadership of Teams	4

Program Core Special Instructions

ETH 501	Business Ethics must be the first course taken before any other MSL courses
LED 599	MSL Integrative Project must be taken in final session, and not concurrently with LED 560

Program Elective Courses (4 Semester Hours)

Select one course from the following:

LED 520	Cross-Cultural Communication and Leadership	4
NCM 512	Negotiation Strategies	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Doctor of Philosophy in Business Administration

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.

What Students Can Expect

The program is divided into two phases: 1. The courses phase, and 2. The dissertation phase. In the courses phase, students will choose one of the concentrations (that concentration will be listed on the diploma and transcript.) and complete a series of 10 program courses and 4 concentration core courses. All courses are 12 week long. Students are requested to take the Qualifying Exam during RES620 and before enrolling in DBA699 (more information appears below). Students that have successfully passed the Qualifying Exam and DBA699, continue to the dissertation phase where a committee chair is assigned to them as they work on their dissertation proposal. After successfully defending the proposal, they conduct their research (i.e., collect data, analyze it, report the findings and provide a full discussion of them), write the full five-chapter dissertation and defend the dissertation. Following that and the approval of the PD (Program Director) and the Dean, the student is qualified for a CBA (Glenn R. Jones College of Business) Ph.D. degree.

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.

Doctor of Philosophy in Business Administration
Accounting / Finance

Program Core Courses (40 Semester Hours)

The courses appear by order of enrollment

RES 600	Introductory Data Analysis	4
ORG 601	Organizational Studies I	4
RES 601	Research Design and Fieldwork	4
ORG 602	Organizational Studies II	4
RES 603	Advanced Data Management and Analysis	4

RES 620	Current Research in Business and Management	4
DBA 699	Dissertation Proposal Seminar	4
DBA 700	Dissertation Series	4
DBA 701	Dissertation Series	4
DBA 702	Dissertation Series	4
DBA 703 and above	Dissertation Continuation	0

Program Special Instructions

- Students must successfully pass the written and oral portions of the Qualifying Exam while being enrolled in RES620 and before being allowed to enroll in DBA699.
- Students who attempt and fail the CBA Ph.D. Qualifying Exam twice will be academically disqualified from the program (i.e., will not be allowed to continue their studies in the CBA Ph.D. program.
- Students who attempt and conditionally pass the CBA Ph.D. Qualifying Exam, must enroll in and successfully pass RES699 (Directed Study in Research Methods) as a condition for being allowed to enroll in DBA699. Students who fail RES699 twice will be academically disqualified from the program.

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.

Concentration Core Courses* (16 Semester 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

* Students should enroll in these core courses after successfully completing RES603 and the 4 courses that precede it.

Degree Semester Hour Requirement

The degree requirement Includes 56 semester hours of required coursework, and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702….712. 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 Core Courses (40 Semester Hours)

The courses appear by order of enrollment

RES 600	Introductory Data Analysis	4
ORG 601	Organizational Studies I	4
RES 601	Research Design and Fieldwork	4
ORG 602	Organizational Studies II	4
RES 603	Advanced Data Management and Analysis	4
RES 620	Current Research in Business and Management	4
DBA 699	Dissertation Proposal Seminar	4
DBA 700	Dissertation Series	4
DBA 701	Dissertation Series	4
DBA 702	Dissertation Series	4
DBA 703 and above	Dissertation Continuation	0

Program Special Instructions

- Students must successfully pass the written and oral portions of the Qualifying Exam while being enrolled in RES620 and before being allowed to enroll in DBA699.
- Students who attempt and fail the CBA Ph.D. Qualifying Exam twice will be academically disqualified from the program (i.e., will not be allowed to continue their studies in the CBA Ph.D. program.
- Students who attempt and conditionally pass the CBA Ph.D. Qualifying Exam, must enroll in and successfully pass RES699 (Directed Study in Research Methods) as a condition for being allowed to enroll in DBA699. Students who fail RES699 twice will be academically disqualified from the program.

Concentration Learning Outcomes

- Within the field of Information Systems and 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.

Concentration Core Courses* (16 Semester Hours)

ITM 603	Foundations of Information Systems Research	4
ITM 604	Seminar in Information Systems	4
RES 610	Advanced Multivariate Data Analysis	4
MGT 607	Strategic Management	4

* Students should enroll in these core courses after successfully completing RES603 and the 4 courses that precede it.

Degree Semester Hour Requirement

Total degree semester hour requirement includes 56 semester hours of required coursework, and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702….712. 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
Leadership

Program Core Courses (40 Semester Hours)

The courses appear by order of enrollment

RES 600	Introductory Data Analysis	4
ORG 601	Organizational Studies I	4
RES 601	Research Design and Fieldwork	4
ORG 602	Organizational Studies II	4
RES 603	Advanced Data Management and Analysis	4
RES 620	Current Research in Business and Management	4
DBA 699	Dissertation Proposal Seminar	4
DBA 700	Dissertation Series	4
DBA 701	Dissertation Series	4
DBA 702	Dissertation Series	4
DBA 703 and above	Dissertation Continuation	0

Program Special Instructions

- Students must successfully pass the written and oral portions of the Qualifying Exam while being enrolled in RES620 and before being allowed to enroll in DBA699.
- Students who attempt and fail the CBA Ph.D. Qualifying Exam twice will be academically disqualified from the program (i.e., will not be allowed to continue their studies in the CBA Ph.D. program.
- Students who attempt and conditionally pass the CBA Ph.D. Qualifying Exam, must enroll in and successfully pass RES699 (Directed Study in Research Methods) as a condition for being allowed to enroll in DBA699. Students who fail RES699 twice will be academically disqualified from the program.

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

Concentration Core Courses* (16 Semester Hours)

LEAD 600	Introduction to Leadership Theory and Research	4
LEAD 601	Leadership Theory and Research	4
RES 610	Advanced Multivariate Data Analysis	4
MGT 607	Strategic Management	4

* Students should enroll in these core courses after successfully completing RES603 and the 4 courses that precede it.

Degree Semester Hour Requirement

Total degree semester hour requirement includes 56 semester hours of required coursework, and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702....712. 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
Management and Organizations

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.

Program Core Courses (40 Semester Hours)

The courses appear by order of enrollment

RES 600	Introductory Data Analysis	4
ORG 601	Organizational Studies I	4
RES 601	Research Design and Fieldwork	4
ORG 602	Organizational Studies II	4
RES 603	Advanced Data Management and Analysis	4
RES 620	Current Research in Business and Management	4
DBA 699	Dissertation Proposal Seminar	4
DBA 700	Dissertation Series	4
DBA 701	Dissertation Series	4
DBA 702	Dissertation Series	4
DBA 703 and above	Dissertation Continuation	0

Program Special Instructions

- Students must successfully pass the written and oral portions of the Qualifying Exam while being enrolled in RES620 and before being allowed to enroll in DBA699.
- Students who attempt and fail the CBA Ph.D. Qualifying Exam twice will be academically disqualified from the program (i.e., will not be allowed to continue their studies in the CBA Ph.D. program.
- Students who attempt and conditionally pass the CBA Ph.D. Qualifying Exam, must enroll in and successfully pass RES699 (Directed Study in Research Methods) as a condition for being allowed to enroll in DBA699. Students who fail RES699 twice will be academically disqualified from the program.

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.

Concentration Core Courses* (16 Semester Hours)

RES 610	Advanced Multivariate Data Analysis	4
MGT 699	Special Topics in Management	4
ORG 605	Organizational Change	4
MGT 607	Strategic Management	4

* Students should enroll in these core courses after successfully completing RES603 and the 4 courses that precede it.

Degree Semester Hour Requirement

Total degree requirement includes 56 semester hours of required coursework, and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702….712. 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
Marketing

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.

Program Core Courses (40 Semester Hours)

The courses appear by order of enrollment

RES 600	Introductory Data Analysis	4
ORG 601	Organizational Studies I	4
RES 601	Research Design and Fieldwork	4
ORG 602	Organizational Studies II	4
RES 603	Advanced Data Management and Analysis	4
RES 620	Current Research in Business and Management	4
DBA 699	Dissertation Proposal Seminar	4
DBA 700	Dissertation Series	4
DBA 701	Dissertation Series	4
DBA 702	Dissertation Series	4
DBA 703 and above	Dissertation Continuation	0

Program Special Instructions

- Students must successfully pass the written and oral portions of the Qualifying Exam while being enrolled in RES620 and before being allowed to enroll in DBA699.
- Students who attempt and fail the CBA Ph.D. Qualifying Exam twice will be academically disqualified from the program (i.e., will not be allowed to continue their studies in the CBA Ph.D. program.
- Students who attempt and conditionally pass the CBA Ph.D. Qualifying Exam, must enroll in and successfully pass RES699 (Directed Study in Research Methods) as a condition for being allowed to enroll in DBA699. Students who fail RES699 twice will be academically disqualified from the program.

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.

Concentration Core Courses* (16 Semester Hours)

RES 610	Advanced Multivariate Data Analysis	4
MKT 601	Marketing Management Strategy	4
MKT 604	Buyer Decision Making and Behavior	4
MGT 607	Strategic Management	4

* Students should enroll in these core courses after successfully completing RES603 and the 4 courses that precede it.

Degree Semester Hour Requirement

Total degree semester hour requirement includes 56 semester hours of required coursework, and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702….712. The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

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, Ed.D. and Ph.D. programs with the College of Education are not certificate, licensure or credentialing programs. Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for certification/licensure/credentialing vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

Master of Arts in Education
Adult Education and Training

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 adult education and training, as well as, an increased competence in fulfilling related responsibilities in educational institutions, nonprofits and corporate organizations. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher or administrative 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.

Program Core Courses (24 Semester Hours)

Select one course below in area of education fundamental theory:

MAE 502	Psychological Foundations of Learning	4
MAE 520	Introduction to Adult Education	4

Select one course below in area of education technology:

MAE 510	Information Systems in Education	4
MAE 514	Infusing Technology in the classroom	4

Complete all four courses below:

MAE 506	Law and Ethics in Education	4
MAE 508	Cultural and Cross Cultural Perspectives in Education	4
MAE 504	Research Methods in Education	4
MAE 580	Master of Arts in Education Integrative Seminar Capstone	4

Program Core Special Instructions

MAE 580	Master of Arts in Education Integrative Seminar Capstone must be taken in final session

Concentration Introduction

The Adult Education and Training concentration provides students with the knowledge and skills needed to plan, develop, and deliver effective education and training programs in the following settings: vocational schools, colleges, military organizations, and the corporate world. Graduates of the program may apply for positions in training and development – as trainers provide programs for employees encompassing a wide variety of job-related topics that provide information or skills to improve work performance. Additional career pursuits may include college teaching, professional organizations, continuing education, and national and international for-profit organizations, nonprofit groups, and government institutions.

Concentration Learning Outcomes

Integrate theory and practice into developing education and training programs in the following settings: vocational schools, colleges, military organizations, 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

Concentration Elective Courses (12 Semester Hours)

Select three courses from the following:

MAE 524	Adult Development and Learning	4
MAE 526	Foundation of Training and Development	4
MAE 523	E-Learning Course Design and Curriculum Development	4
MAE 539	Special Topics in Adult Education and Training	4
MAE 530	Presentation Skills for Trainers	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master of Arts in Education
Aviation 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.

Program Core Courses (24 Semester Hours)

Select <u>one</u> course below in area of education fundamental theory:

MAE 502	Psychological Foundations of Learning	4
MAE 520	Introduction to Adult Education	4

Select <u>one</u> course below in area of education technology:

MAE 510	Information Systems in Education	4
MAE 514	Infusing Technology in the classroom	4

Complete all four courses below:

MAE 506	Law and Ethics in Education	4
MAE 508	Cultural and Cross Cultural Perspectives in Education	4
MAE 504	Research Methods in Education	4
MAE 580	Master of Arts in Education Integrative Seminar Capstone	4

Program Core Special Instructions

MAE 580	Master of Arts in Education Integrative Seminar Capstone must be taken in final session

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

Concentration Elective Courses (12 Semester Hours)
Select <u>three</u> courses from the following:

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

Degree Semester Hour Requirement
A minimum of 36 semester hours

Master of Arts in Education
Curriculum 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.

Program Core Courses (24 Semester Hours)

Select <u>one</u> course below in area of education fundamental theory:

MAE 502	Psychological Foundations of Learning	4
MAE 520	Introduction to Adult Education	4

Select <u>one</u> course below in area of education technology:

MAE 510	Information Systems in Education	4
MAE 514	Infusing Technology in the classroom	4

Complete all four courses below:

MAE 506	Law and Ethics in Education	4
MAE 508	Cultural and Cross Cultural Perspectives in Education	4
MAE 504	Research Methods in Education	4
MAE 580	Master of Arts in Education Integrative Seminar Capstone	4

Program Core Special Instructions

MAE 580	Master of Arts in Education Integrative Seminar Capstone must be taken in final session

Concentration Introduction

The Curriculum and Instruction concentration provides the student with the knowledge and skills needed to create instructional experiences that are 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 assessed. Students will explore a number of instructional design models, and may focus on adult learners or K-12 students, to develop appropriate related learning materials. Students will also learn to use the Internet to instruct and guide online learning, with student-centered, project-based experiences that supports the development of 21st century skills.

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 diverse student populations
- Observe and measure teaching and learning
- Understand where and when to integrate instructional technology for teaching and learning

Concentration Elective Courses (12 Semester Hours)

Select <u>three</u> courses from the following:

MAE 503	Instructional Design Models	4
MAE 500	Current Issues in Technology and Learning	4
MAE 522	Curriculum Development in Adult Education	4
MAE 505	Curriculum Development Practicum	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master 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.

Program Core Courses (24 Semester Hours)

Select <u>one</u> course below in area of education fundamental theory:

MAE 502	Psychological Foundations of Learning	4
MAE 520	Introduction to Adult Education	4

Select <u>one</u> course below in area of education technology:

MAE 510	Information Systems in Education	4
MAE 514	Infusing Technology in the classroom	4

Complete all 4 courses below:

MAE 506	Law and Ethics in Education	4

MAE 508	Cultural and Cross Cultural Perspectives in Education	4
MAE 504	Research Methods in Education	4
MAE 580	Master of Arts in Education Integrative Seminar Capstone	4

Program Core Special Instructions

MAE 580   Master of Arts in Education Integrative Seminar Capstone must be taken in final session

Concentration Introduction

The concentration in Early Childhood Education in the Master of Arts in Education program 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

Concentration Elective Courses (12 Semester Hours)

Select <u>three</u> courses from the following:

MAE 531	Foundations of Early Childhood Development	4
MAE 528	Developing Reading and Writing Instruction in Elementary School	4
MAE 533	Physical Motor, Perceptual and Moral Development of Children 0-8	4
MAE 535	Administration of Child Development Centers	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master 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.

Program Core Courses (24 Semester Hours)

Select <u>one</u> course below in area of education fundamental theory:

MAE 502	Psychological Foundations of Learning	4
MAE 520	Introduction to Adult Education	4

Select <u>one</u> course below in area of education technology:

MAE 510	Information Systems in Education	4
MAE 514	Infusing Technology in the classroom	4

Complete all four courses below:

MAE 506	Law and Ethics in Education	4
MAE 508	Cultural and Cross Cultural Perspectives in Education	4
MAE 504	Research Methods in Education	4
MAE 580	Master of Arts in Education Integrative Seminar Capstone	4

Program Core Special Instructions

MAE 580	Master of Arts in Education Integrative Seminar Capstone 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

Concentration Elective Courses (12 Semester Hours)

Select <u>three</u> courses from the following:

MAE 507	Strategic Educational Leadership	4
MAE 511	Negotiation Strategies for Educational Leaders	4
MAE 516	Case Studies: Putting Policy into Practice	4
MHE 518	Education in Emergency	4
MAE 525	Quality Assurance in Higher Education Systems	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master of Arts in Education
Safety Management Training

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.

Program Core Courses (24 Semester Hours)

Select one course below in area of education fundamental theory:

MAE 502	Psychological Foundations of Learning	4
MAE 520	Introduction to Adult Education	4

Select one course below in area of education technology:

MAE 510	Information Systems in Education	4
MAE 514	Infusing Technology in the classroom	4

Complete all four courses below:

MAE 506	Law and Ethics in Education	4
MAE 508	Cultural and Cross Cultural Perspectives in Education	4
MAE 504	Research Methods in Education	4
MAE 580	Master of Arts in Education Integrative Seminar Capstone	4

Program Core Special Instructions

MAE 580	Master of Arts in Education Integrative Seminar Capstone must be taken in final session

Concentration Introduction

The Safety Management Training concentration focuses on adult education techniques used to facilitate safety management. The program is designed to educate safety managers on teaching and learning strategies that can be used to train employees on current issues in analysis of safety, safety and occupational health, and accident investigation. Students completing the concentration in Safety Management Training may pursue professional opportunities in career and technical education positions.

Concentration Learning Outcomes

- Apply core body of knowledge and skills in adult learning to program development in safety management training and education
- Build curriculum that advances applications of learning theory to training and management in areas of analysis of safety, safety and occupational health, and accident investigation
- Integrate theory and best practices into learning experiences for safety program evaluators, safety training supervisors and safety administrators
- Plan strategic applications for safety management education and training in both civilian and government agencies

Concentration Elective Courses (12 Semester Hours)

Select three courses from the following:

MAE 561	Safety Education Management	4
MAE 563	Safety and Occupational Health Education and Training	4
MAE 565	Accident Investigation and Analysis Training Strategies	4
MAE 555	Aviation Safety Education	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master of Arts in Education
Sports Performance and Leadership

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.

Program Core Courses (24 Semester Hours)

Complete the course below in sports education fundamental theory:

MAE 570	Psychological Foundations of Sports and Learning	4

Select <u>one</u> course below in area of education technology:

MAE 510	Information Systems in Education	4
MAE 514	Infusing Technology in the classroom	4

Complete all four courses below:

MAE 506	Law and Ethics in Education	4
MAE 508	Cultural and Cross Cultural Perspectives in Education	4
MAE 504	Research Methods in Education	4
MAE 580	Master of Arts in Education Integrative Seminar Capstone	4

Program Core Special Instructions

MAE 580   Master of Arts in Education Integrative Seminar Capstone in must be taken in final session

Concentration Introduction

The Sports Performance and Leadership concentration provides students the opportunity to develop a specialization within the field of sports education, athletic administration and coaching. This

concentration integrates concepts and principles from physiology, psychology and sociology and applies them to developing today's athlete and sports team. Students will also obtain the knowledge and skills to utilize pedagogical and philosophical theory to enhance the quality of sports training and ensure positive coaching practices.

Concentration Learning Outcomes
- Utilize pedagogical and philosophical theory and practice to make decisions about sports education
- Provide a safe and nurturing environment for physical training and development
- Develop strong leadership skills inside the classroom and outside on the playing field
- Examine impact of finance and marketing on coaching and team sports
- Respect individual differences within the sports arena

Concentration Elective Courses (12 Semester Hours)
Select <u>three</u> courses from the following:

MAE 507	Strategic Educational Leadership	4
MAE 571	Sport Finance and Marketing	4
MAE 573	Theories and Methods of Coaching Sports	4
MAE 575	Development Sport Performance: Developing Today's Athlete	4
MAE 577	Issues in Sport Performance	4

Degree Semester Hour Requirement
A minimum of 36 semester hours

Doctor of Education in Educational Leadership
PK-12 Concentration

Program Introduction
The Doctor of Education (Ed.D.) in Educational Leadership is designed for current and emerging leaders, both in traditional and non-traditional educational environments who are looking to lead complex learning organizations. These leaders include individuals who currently hold or are seeking leadership positions within colleges and universities, educators in non-traditional K–12 environments, and professionals in various non-profit and government settings.

Concentration Description
The Doctor of Education in Educational Leadership with a PK-12 concentration is a practitioner oriented program intended for students currently holding leadership positions, or aspiring to obtain a leadership position in elementary and secondary education settings as educator leaders, principals, vice principals, superintendents, and other administrative leaders. Students learn the conceptual/theoretical, attitudinal, and operation skills to transform educational systems and graduates are prepared to lead change in a PK-12 education system. All candidates will develop the skill set necessary to operate as a scholar-practitioner with the completion of a three article dissertation.

Educational Leadership Program Mission

The Educational Leadership program is committed to developing reflective leaders and practitioner scholars to lead complex learning organizations.

Program Goals, which served as the guidelines for the development of Ed.D. Program Learning Outcomes for students include:

- Promote the development of self and others.
- Self-assess performance regularly using feedback, reflection, goal setting and evaluation. Equitably and ethically sustain people, processes and information, as well as assets of the organization to fulfill the mission, vision and goals of the PK-12 educational systems.
- Lead Successful Learning Programs and Organizations.
- Possess the knowledge and ability to promote the success of all students embracing change and fostering a positive organizational culture, effective curricular programs, a student-centered learning environment and encouraging the growth of all staff.
- Become practitioner scholars.
- Engage in scientific methods to assess practice, examine results and promote sound decision-making.
- Participate in professional and policy-making communities.
- Strategically build relations and coalitions to improve the quality of PK-12 education.

What Students Can Expect

The Ed.D. in Educational Leadership is a post-Masters professional practice degree, designed for the working professional. The content and expectations focus on knowledge skills, and dispositions needed by practicing leaders in education. Assessment activities focus on demonstrating the ability to effectively apply expertise and prior experience to the practice of educational leadership in the student's area of specialization.

Successful leaders know how to foster and sustain conditions within organizations that support continuous improvement. The Ed.D. in Educational Leadership curriculum focuses on preparing leaders who can facilitate conditions for organizational learning in order to create organizations that will be effective, adaptable and competitive. Coursework in the Ed.D. Program will focus on (1) promoting the development of self and others; (2) leading successful learning programs and organizations; (3) becoming practitioner scholars; and (4) participating in professional and policy making communities. The program culminates in a dissertation and longitudinal reflective self-assessment in which students demonstrate effective application of the program's theories and concepts.

The entire program is offered 100% online through the Trident Learning Community (TLC) learning management system. *Students should note that the Ed.D. Program is not a certificate, licensure or credentialing program.* Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for certification/licensure/credentialing 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

- In collaboration with stakeholders, determine organizational values and build a vision and mission for the success of all students in that organization.
- Apply theories and models that contribute to a positive organizational culture.
- Manage the operation of learning organizations.
- Communicate proficiently with other professionals, lay groups such as boards, the public, consumers, and policy makers through scholarly writing and skilled oral/written communication.
- Develop capacity to build strategic relationships among diverse constituencies.
- Demonstrate the ability to practice ethically and model equitable professional behavior.
- Build and use knowledge of global perspectives in professional practice.
- Use research, professional practice knowledge, and critical thinking skills as practitioner scholars.
- Demonstrate information literacy through the use of a diverse range of appropriate information and educational technologies to improve practice.
- Apply advanced knowledge of teaching and learning to instructional leadership.

Program Core Courses (40 Semester Hours)

EDD 602	Leadership Theory and Practice	4
EDD 603	Effective Communication for Education Leaders	4
EDD 611	Strategic Planning and Finance for Educational Leaders	4
EDD 632	Legal Aspects for Educational Leadership	4
EDD 605	Applied Research	4
EDD 607	Advanced Applied Research	4
EDD 612	Assessment and Program Evaluation	4
EDD 680	Dissertation Supervision I	4
EDD 690	Dissertation Supervision II	4
EDD 700	Dissertation Supervision III	4

Concentration Core Courses (4 Semester Hours)

EDD 634	Current Issues in PK-12 Education	4

Concentration Elective Courses (16 Semester Hours)

Select <u>four</u> courses from the following:

EDD 606	Management of Change in Education	4
EDD 630	Principles of Instructional Leadership	4
EDD 631	School Reform	4
EDD 635	Professional Development and Mentoring	4
EDD 636	Dimensions of Teacher Leadership	4
EDD 614	Research in Educational Leadership	4
EDD 637	Current Issues in E-Learning	4

Degree Semester Hour Requirement

A minimum of 60 Semester Hours

Doctor of Education in Educational Leadership
Higher Education Concentration

Program Introduction

The Doctor of Education (Ed.D.) in Educational Leadership is designed for current and emerging leaders, both in traditional and non-traditional educational environments who are looking to lead complex learning organizations. These leaders include individuals who currently hold or are seeking leadership positions within colleges and universities, educators in non-traditional K–12 environments, and professionals in various non-profit and government settings.

Concentration Description:

The Doctor of Education in Educational Leadership with a Higher Education concentration is a practitioner oriented program intended for students currently holding leadership positions, or aspiring to obtain a leadership position in a post-secondary education setting as academic program administrators, campus administrators, and student affairs or student services professionals. Students learn the conceptual/theoretical, attitudinal, and operation skills to transform post-secondary educational systems and graduates are prepared to lead change in a post-secondary education system. All candidates will develop the skill set necessary to operate as a scholar-practitioner with the completion of a three article dissertation.

Educational Leadership Program Mission

The Educational Leadership program is committed to developing reflective leaders and practitioner scholars to lead complex learning organizations.

Program Goals, which served as the guidelines for the development of Ed.D. Program Learning Outcomes for students include:

- Promote the development of self and others.
- Self-assess performance regularly using feedback, reflection, goal setting and evaluation. Equitably and ethically sustain people, processes and information, as well as assets of the organization to fulfill the mission, vision and goals of post-secondary educational systems.
- Lead Successful Learning Programs and Organizations.
- Possess the knowledge and ability to promote the success of all students embracing change and fostering a positive organizational culture, effective curricular programs, a student-centered learning environment and encouraging the growth of all staff.
- Become practitioner scholars.
- Engage in scientific methods to assess practice, examine results and promote sound decision-making.
- Participate in professional and policy-making communities.
- Strategically build relations and coalitions to improve the quality of higher education.

What Students Can Expect

The Ed.D. in Educational Leadership is a post-Masters professional practice degree, designed for the working professional. The content and expectations focus on knowledge skills, and dispositions needed by practicing leaders in education. Assessment activities focus on demonstrating the ability to effectively

apply expertise and prior experience to the practice of educational leadership in the student's area of specialization.

Successful leaders know how to foster and sustain conditions within organizations that support continuous improvement. The Ed.D. in Educational Leadership curriculum focuses on preparing leaders who can facilitate conditions for organizational learning in order to create organizations that will be effective, adaptable and competitive. Coursework in the Ed.D. program will focus on (1) promoting the development of self and others; (2) leading successful learning programs and organizations; (3) becoming practitioner scholars; and (4) participating in professional and policy making communities. The program culminates in a dissertation and longitudinal reflective self-assessment in which students demonstrate effective application of the program's theories and concepts.

The entire program is offered 100% online through the Trident Learning Community (TLC) learning management system. *Students should note that the Ed.D. program is not a certificate, licensure or credentialing program.* Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for certification/licensure/credentialing 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
- In collaboration with stakeholders, determine organizational values and build a vision and mission for the success of all students in that organization.
- Apply theories and models that contribute to a positive organizational culture.
- Manage the operation of learning organizations.
- Communicate proficiently with other professionals, lay groups such as boards, the public, consumers, and policy makers through scholarly writing and skilled oral/written communication.
- Develop capacity to build strategic relationships among diverse constituencies.
- Demonstrate the ability to practice ethically and model equitable professional behavior.
- Build and use knowledge of global perspectives in professional practice.
- Use research, professional practice knowledge, and critical thinking skills as practitioner scholars.
- Demonstrate information literacy through the use of a diverse range of appropriate information and educational technologies to improve practice.
- Apply advanced knowledge of teaching and learning to instructional leadership.

Program Core Courses (40 Semester Hours)

EDD 602	Leadership Theory and Practice	4
EDD 603	Effective Communication for Educational Leaders	4
EDD 611	Strategic Planning for Education Leaders	4
EDD 632	Legal Aspects for Educational Leadership	4
EDD 605	Applied Research	4
EDD 607	Advanced Applied Research	4
EDD 612	Assessment and Program Evaluation	4
EDD 680	Dissertation Supervision I	4
EDD 690	Dissertation Supervision II	4
EDD 700	Dissertation Supervision III	4

Concentration Core Courses (12 Semester Hours)

EDD 640*	Current Issues in Higher Education	4
EDD 641*	Higher Education Administration	4
EDD 642*	Student Development Theory	4

Concentration Elective Courses (8 Semester Hours)

Select two courses from the following:

EDD 614	Research in Educational Leadership	4
EDD 643*	Management of Change in Higher Education	4
EDD 644*	Curriculum in Higher Education	4
EDD 635	Professional Development and Mentoring	4
EDD 645*	Current Issues in E-Learning in Higher Education Settings	4

Degree Semester Hour Requirement

A minimum of 60 Semester Hours

Doctor of Philosophy in Educational Leadership
Educational Technology

Program Introduction

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:

- 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 MAED and Ph.D. in Educational Leadership programs are not certificate, licensure or credentialing programs. Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for certification/licensure/credentialing 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.

Program Core Courses (44 Semester Hours)

DEL 602	Leadership and Leader Roles in Education	4
DEL 610	Qualitative Research	4
DEL 612	Program Evaluation in Education	4
DEL 620	Linking Theory with Research	4
DEL 699	Dissertation Seminar	4
DEL 700 through 702	Dissertation Series	4
DEL 703 and above	Dissertation Continuation	0
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 618	Quantitative Research and Advanced Statistics II	4

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 hours. 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 three 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.

Concentration Elective Courses (12 Semester Hours)

Select three courses from the following:

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

Degree Semester Hour Requirement

Total degree requirement including 56 semester hours 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 and Ph.D. Dissertation Series, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 703, 704, 705…

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

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:

- 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 MAED and Ph.D. in Educational Leadership programs are not certificate, licensure or credentialing programs. Trident cannot grant or certify any student for a credential as a

teacher or administrator. As the requirements for certification/licensure/credentialing 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.

Program Core Courses (44 Semester Hours)

DEL 602	Leadership and Leader Roles in Education	4
DEL 610	Qualitative Research	4
DEL 612	Program Evaluation in Education	4
DEL 620	Linking Theory with Research	4
DEL 699	Dissertation Seminar	4
DEL 700 through 702	Dissertation Series	4
DEL 703 and above	Dissertation Continuation	0
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 618	Quantitative Research and Advanced Statistics II	4

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 hours. 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 three 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 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.

Concentration Elective Courses (12 Semester Hours)

Select three courses from the following:

DEL 606	Management of Change in Education	4
DEL 614	Research in Educational Leadership	4
DEL 632	Legal Aspects of Education Leadership	4
DHS 621	Curriculum in Higher Education	4
DHS 623	Teaching / Administration in Higher Education	4
RES 603	Advanced Data Management and Analysis	4

Degree Semester Hour Requirement

Total degree requirement including 56 semester hours 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, and Ph.D. Dissertation Series, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 703, 704, 705…

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

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:

- 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 MAED and Ph.D. in Educational Leadership programs are not certificate, licensure or credentialing programs. Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for certification/licensure/credentialing 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.

Program Core Courses (44 Semester Hours)

DEL 602	Leadership and Leader Roles in Education	4
DEL 610	Qualitative Research	4
DEL 612	Program Evaluation in Education	4
DEL 620	Linking Theory with Research	4
DEL 699	Dissertation Seminar	4
DEL 700 through 702	Dissertation Series	4
DEL 703 and above	Dissertation Continuation	0
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 618	Quantitative Research and Advanced Statistics II	4

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 hours. 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 three 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.

Concentration Elective Courses (12 Semester Hours)

Select underline three courses from the following:

DEL 606	Management of Change in Education	4
DEL 614	Research in Educational Leadership	4
DEL 631	School Reform	4
DEL 632	Legal Aspects of Education Leadership	4

Degree Semester Hour Requirement

Total degree requirement including 56 semester hours 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 and Ph.D. Dissertation Series., students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 703, 704, 705…

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 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

Program Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with the following options:

- BSHS - no concentration
- BSHS - concentration in Health Care Management
- BSHS - concentration in Public Health

The Bachelor of Science in Health Sciences program provides a firm foundation in the health sciences to prepare graduates for entry and mid-level positions in public health and health care administration, or to pursue graduate education in a health-related field. Our mission is to produce highly competent, ethical, caring health professionals who can effect change for the better in communities, populations, organizations, and systems. We do this with an evidence-based, online teaching model and a student-centered learning environment in which undergraduates can expand their knowledge and skills.

Students will hone basic research skills to use and evaluate data upon which health care managers, educators, administrators, and public health specialists base decisions. Students will develop analytical and problem-solving skills required of such professionals. They will expand awareness of legal and ethical issues in the health field and will learn to recognize and appreciate the economic, political, and social environment in which health care functions. The courses in this program prepare graduates to work in a variety of settings such as health departments, government and voluntary health agencies, clinics, hospitals, businesses, and health-related industries.

Program Learning Outcomes

The BSHS degree program at Trident University International prepares students 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.

Program Core Courses (32 Semester Hours)

BHE 200	Essentials of Public Health	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHE 226	Health Communication and Advocacy	4
BHS 365	Ethics in Health Care	4
BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4

Concentration Core Courses (4 Semester Hours)

BHS 499	Senior Capstone Project	4

Program Core Special Instructions

Complete all Program Core Courses before taking Electives Courses.

Program Elective Courses (36 Semester Hours)

Select courses from the following:

BHE 310	Health Promotion, Disease Prevention	4
BHE 314	Environmental Health and Safety	4
BHE 415	Community and Domestic Violence	4
BHS 312	Principles of Management	4
BHS 350	Global Health and Sustainability	4
BHS 411	Issues of Terrorism	4
BHS 413	Survey of Emergency and Disaster Management	4
BHM 320	Management of Health Programs	4
BHM 324	Human Resource Management	4
BHM 415	Topics in Health Care Policy	4
BHM 443	Legal Aspects of Health Care	4

Concentration Special Instructions

BHS 499	Senior Capstone Project may not be taken until all other core and concentration courses have been successfully completed. A minimum grade of "C" is required in BHS 499 to meet graduation requirements.

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Health Sciences
Health Care Management

Program Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with the following options:

- BSHS - no concentration
- BSHS - concentration in Health Care Management
- BSHS - concentration in Public Health

The Bachelor of Science in Health Sciences program provides a firm foundation in the health sciences to prepare graduates for entry and mid-level positions in public health and health care administration, or to pursue graduate education in a health-related field. Our mission is to produce highly competent, ethical, caring health professionals who can effect change for the better in communities, populations, organizations, and systems. We do this with an evidence-based, online teaching model and a student-centered learning environment in which undergraduates can expand their knowledge and skills.

Students will hone basic research skills to use and evaluate data upon which health care managers, educators, administrators, and public health specialists base decisions. Students will develop analytical and problem-solving skills required of such professionals. They will expand awareness of legal and ethical issues in the health field and will learn to recognize and appreciate the economic, political, and social environment in which health care functions. The courses in this program prepare graduates to work in a variety of settings such as health departments, government and voluntary health agencies, clinics, hospitals, businesses, and health-related industries.

Program Learning Outcomes

The BSHS degree program at Trident University International prepares students 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.

Program Core Courses (32 Semester Hours)

BHE 200	Essentials of Public Health	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHE 226	Health Communication and Advocacy	4
BHS 365	Ethics in Health Care	4

BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4

Program Core Special Instructions

Complete all Program Core Courses before taking Concentration Courses.

Concentration Introduction

Health Care Management (HCM) is an important area of specialization in the health field. The health care administrator is faced with a dynamic, rapidly changing environment and is challenged to balance high quality care with affordable cost. The health care administrator of the 21st century must be knowledgeable about the basic managerial aspects of an organization as well as new developments in the health field and in technology.

Concentration Learning Outcomes

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.

Concentration Core Courses (16 Semester Hours)

BHM 320	Management of Health Programs	4
BHM 443	Legal Aspects of Health Care	4
BHS 427	Health Care Finance	4
BHS 499	Senior Capstone Project	4

Concentration Elective Courses (16 – 24 Semester Hours)

Select courses from the following:

BHS 312	Principles of Management	4
BHS 350	Global Health and Sustainability	4
BHS 413	Survey of Emergency and Disaster Management	4
BHM 324	Human Resources Management	4
BHM 411	Long Term Care	4
BHM 415	Topics in Health Care Policy	4

Concentration Special Instructions

BHS 499   Senior Capstone Project may not be taken until all other core and concentration courses have been successfully completed.
A minimum grade of "C" is required in BHS 499 to meet graduation requirements.

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Health Sciences
Public Health

Program Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with the following options:

- BSHS - no concentration
- BSHS - concentration in Health Care Management
- BSHS - concentration in Public Health

The Bachelor of Science in Health Sciences program provides a firm foundation in the health sciences to prepare graduates for entry and mid-level positions in public health and health care administration, or to pursue graduate education in a health-related field. Our mission is to produce highly competent, ethical, caring health professionals who can effect change for the better in communities, populations, organizations, and systems. We do this with an evidence-based, online teaching model and a student-centered learning environment in which undergraduates can expand their knowledge and skills.

Students will hone basic research skills to use and evaluate data upon which health care managers, educators, administrators, and public health specialists base decisions. Students will develop analytical and problem-solving skills required of such professionals. They will expand awareness of legal and ethical issues in the health field and will learn to recognize and appreciate the economic, political, and social environment in which health care functions. The courses in this program prepare graduates to work in a variety of settings such as health departments, government and voluntary health agencies, clinics, hospitals, businesses, and health-related industries.

Program Learning Outcomes

The BSHS degree program at Trident University International prepares students 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.

Program Core Courses (32 Semester Hours)

BHE 200	Essentials of Public Health	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHE 226	Health Communication and Advocacy	4
BHS 365	Ethics in Health Care	4
BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4

Program Core Special Instructions

Complete all Program Core Courses before taking Concentration Courses.

Concentration Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with a concentration in Public Health and the following options:

- BSHS - Public Health
- BSHS - Public Health - Emergency and Disaster Management
- BSHS - Public Health - Environmental and Occupational Health and Safety
- BSHS - Public Health - Health Care Administration
- BSHS - Public Health - Health Education

Public health is the science of protecting and improving the health of populations and communities by educating, promoting healthy lifestyles, creating policies, developing systems, and conducting research in health behavior, emergency preparedness, environmental health, and global health issues. The concentration in Public Health prepares students to analyze determinants of health as they relate to complex issues such as access to health care, disease and injury prevention, and environmental and occupational hazards. Students will learn to advocate for health, assess needs, plan, implement, evaluate, and manage programs. Graduates are prepared for successful and challenging careers within the field of public health and for advanced studies in the discipline.

Concentration Learning Outcomes

Upon graduation, students will be able to:

- Communicate health information to a wide range of audiences through various media channels.
- Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- Assess the values and perspectives of diverse individuals, communities, and cultures, and their influence on health behaviors, choices, and practices.
- Discuss major local, state, national, and global health challenges.
- Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
- Analyze ethical concerns and conflicts of interest that arise in the field of public health.

- Recognize the impact of policies and legislation on individual and population health.
- Assess the source and quality of health information and data related to individual and community health.
- Advocate for evidence-based social, political, and economic changes that improve the health of individuals and communities.

Concentration Core Courses (16 Semester Hours)

BHE 314	Environmental Health and Safety	4
BHS 350	Global Health and Sustainability	4
BHM 415	Topics in Health Care Policy	4
BPH 499	Senior Capstone in Public Health	4

Concentration Elective Courses (16 – 24 Semester Hours)

Select courses from the following:

BHE 302	Introduction to Health Education	4
BHE 310	Health Promotion, Disease Prevention	4
BHE 415	Community and Domestic Violence	4
BHS 413	Survey of Emergency and Disaster Management	4
BHS 419	Risk Assessment	4
BHS 434	Industrial Hygiene and Occupational Health	4

Concentration Special Instructions

BPH 499   Senior Capstone in Public Health may not be taken until all other core and concentration courses have been successfully completed.

A minimum grade of "C" is required in BPH 499 to meet graduation requirements.

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Health Sciences
Public Health - Emergency and Disaster Management

Program Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with the following options:
- BSHS - no concentration
- BSHS - concentration in Health Care Management
- BSHS - concentration in Public Health

The Bachelor of Science in Health Sciences program provides a firm foundation in the health sciences to prepare graduates for entry and mid-level positions in public health and health care administration, or

to pursue graduate education in a health-related field. Our mission is to produce highly competent, ethical, caring health professionals who can effect change for the better in communities, populations, organizations, and systems. We do this with an evidence-based, online teaching model and a student-centered learning environment in which undergraduates can expand their knowledge and skills.

Students will hone basic research skills to use and evaluate data upon which health care managers, educators, administrators, and public health specialists base decisions. Students will develop analytical and problem-solving skills required of such professionals. They will expand awareness of legal and ethical issues in the health field and will learn to recognize and appreciate the economic, political, and social environment in which health care functions. The courses in this program prepare graduates to work in a variety of settings such as health departments, government and voluntary health agencies, clinics, hospitals, businesses, and health-related industries.

Program Learning Outcomes

The BSHS degree program at Trident University International prepares students 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.

Program Core Courses (32 Semester Hours)

BHE 200	Essentials of Public Health	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHE 226	Health Communication and Advocacy	4
BHS 365	Ethics in Health Care	4
BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4

Program Core Special Instructions

Complete Program Core Courses before taking Concentration Courses

Concentration Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with a concentration in Public Health and the following options:

- BSHS - Public Health
- BSHS - Public Health - Emergency and Disaster Management

- BSHS - Public Health - Environmental and Occupational Health and Safety
- BSHS - Public Health - Health Care Administration
- BSHS - Public Health - Health Education

Public health is the science of protecting and improving the health of populations and communities by educating, promoting healthy lifestyles, creating policies, developing systems, and conducting research in health behavior, emergency preparedness, environmental health, and global health issues. The concentration in Public Health prepares students to analyze determinants of health as they relate to complex issues such as access to health care, disease and injury prevention, and environmental and occupational hazards. Students will learn to advocate for health, assess needs, plan, implement, evaluate, and manage programs. Graduates are prepared for successful and challenging careers within the field of public health and for advanced studies in the discipline.

Students who choose the emphasis on Emergency and Disaster Management (EDM) will learn the fundamental operational principles of EDM and will explore multi-faceted issues of developing, planning, organizing, and managing disaster programs at the local level. 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. Core methodologies involved in emergency preparedness and response are covered, as are the core components of a disaster program.

Concentration Learning Outcomes

Upon graduation, students will be able to:

- Communicate health information to a wide range of audiences through various media channels.
- Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- Assess the values and perspectives of diverse individuals, communities, and cultures, and their influence on health behaviors, choices, and practices.
- Discuss major local, state, national, and global health challenges.
- Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
- Analyze ethical concerns and conflicts of interest that arise in the field of public health.
- Recognize the impact of policies and legislation on individual and population health.
- Assess the source and quality of health information and data related to individual and community health.
- Advocate for evidence-based social, political, and economic changes that improve the health of individuals and communities.

Concentration Core Courses (16 Semester Hours)

BHE 314	Environmental Health and Safety	4
BHS 350	Global Health and Sustainability	4
BHM 415	Topics in Health Care Policy	4
BPH 499	Senior Capstone in Public Health	4

Concentration Special Instructions

BPH 499   Senior Capstone in Public Health may not be taken until all other core and concentration courses have been successfully completed.
A minimum grade of "C" is required in BPH 499 to meet graduation requirements.

Concentration Elective Courses (16-24 Semester Hours)

Select 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
BHM 320	Management of Health Programs	4

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Health Sciences
Public Health - Environmental and Occupational Health and Safety

Program Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with the following options:

- BSHS - no concentration
- BSHS - concentration in Health Care Management
- BSHS - concentration in Public Health

The Bachelor of Science in Health Sciences program provides a firm foundation in the health sciences to prepare graduates for entry and mid-level positions in public health and health care administration, or to pursue graduate education in a health-related field. Our mission is to produce highly competent, ethical, caring health professionals who can effect change for the better in communities, populations, organizations, and systems. We do this with an evidence-based, online teaching model and a student-centered learning environment in which undergraduates can expand their knowledge and skills.

Students will hone basic research skills to use and evaluate data upon which health care managers, educators, administrators, and public health specialists base decisions. Students will develop analytical and problem-solving skills required of such professionals. They will expand awareness of legal and ethical issues in the health field and will learn to recognize and appreciate the economic, political, and social environment in which health care functions. The courses in this program prepare graduates to

work in a variety of settings such as health departments, government and voluntary health agencies, clinics, hospitals, businesses, and health-related industries.

Program Learning Outcomes

The BSHS degree program at Trident University International prepares students 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.

Program Core Courses (32 Semester Hours)

BHE 200	Essentials of Public Health	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHE 226	Health Communication and Advocacy	4
BHS 365	Ethics in Health Care	4
BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4

Program Core Special Instructions

Complete Program Core Courses before taking Concentration Courses.

Concentration Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with a concentration in Public Health and the following options:

- BSHS - Public Health
- BSHS - Public Health - Emergency and Disaster Management
- BSHS - Public Health - Environmental and Occupational Health and Safety
- BSHS - Public Health - Health Care Administration
- BSHS - Public Health - Health Education

Public health is the science of protecting and improving the health of populations and communities by educating, promoting healthy lifestyles, creating policies, developing systems, and conducting research in health behavior, emergency preparedness, environmental health, and global health issues. The concentration in Public Health prepares students to analyze determinants of health as they relate to complex issues such as access to health care, disease and injury prevention, and environmental and occupational hazards. Students will learn to advocate for health, assess needs, plan, implement,

evaluate, and manage programs. Graduates are prepared for a successful and challenging career within the field of public health and for advanced studies in the discipline.

Additionally, the emphasis on Environmental and Occupational Health and Safety is designed to equip students with an understanding of the fundamental interrelationships between environmental quality, occupational safety, and public health. Students learn about recognition, evaluation, and control of the health effects of hazardous chemical, physical, and biological agents. The courses cover ways in which human activities impact the environment on organizational, local, and global scales, as well as regulations that have been set in place for environmental and occupational health. Students will tackle current and emerging issues in the discipline, and examine ways to manage the occupational and physical environment responsibly for human health protection.

Concentration Learning Outcomes

Upon graduation, students will be able to:

- Communicate health information to a wide range of audiences through various media channels.
- Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- Assess the values and perspectives of diverse individuals, communities, and cultures, and their influence on health behaviors, choices, and practices.
- Discuss major local, state, national, and global health challenges.
- Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
- Analyze ethical concerns and conflicts of interest that arise in the field of public health.
- Recognize the impact of policies and legislation on individual and population health.
- Assess the source and quality of health information and data related to individual and community health.
- Advocate for evidence-based social, political, and economic changes that improve the health of individuals and communities.

Concentration Core Courses (16 Semester Hours)

BHE 314	Environmental Health and Safety	4
BHS 350	Global Health and Sustainability	4
BHM 415	Topics in Health Care Policy	4
BPH 499	Senior Capstone in Public Health	4

Concentration Elective Courses (16 – 24 Semester Hours)

Select courses from the following:

BHS 413	Survey of Emergency and Disaster Management	4
BHS 432	Vector Control	4
BHS 433	Water Quality	4
BHS 434	Industrial Hygiene and Occupational Health	4
BHS 436	Food Protection	4
BHS 438	Hazardous Materials	4

Concentration Special Instructions

BPH 499   Senior Capstone in Public Health may not be taken until all other core and concentration courses have been successfully completed.
A minimum grade of "C" is required in BPH 499 to meet graduation requirements.

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Health Sciences
Public Health - Health Care Administration

Program Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with the following options:

- BSHS - no concentration
- BSHS - concentration in Health Care Management
- BSHS - concentration in Public Health

The Bachelor of Science in Health Sciences program provides a firm foundation in the health sciences to prepare graduates for entry and mid-level positions in public health and health care administration, or to pursue graduate education in a health-related field. Our mission is to produce highly competent, ethical, caring health professionals who can effect change for the better in communities, populations, organizations, and systems. We do this with an evidence-based, online teaching model and a student-centered learning environment in which undergraduates can expand their knowledge and skills.

Students will hone basic research skills to use and evaluate data upon which health care managers, educators, administrators, and public health specialists base decisions. Students will develop analytical and problem-solving skills required of such professionals. They will expand awareness of legal and ethical issues in the health field and will learn to recognize and appreciate the economic, political, and social environment in which health care functions. The courses in this program prepare graduates to work in a variety of settings such as health departments, government and voluntary health agencies, clinics, hospitals, businesses, and health-related industries.

Program Learning Outcomes

The BSHS degree program at Trident University International prepares 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.

Program Core Courses (32 Semester Hours)

BHE 200	Essentials of Public Health	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHE 226	Health Communication and Advocacy	4
BHS 365	Ethics in Health Care	4
BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4

Program Core Special Instructions

Complete Program Core Courses before taking Concentration Courses.

Concentration Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with a concentration in Public Health and the following options:

- BSHS - Public Health
- BSHS - Public Health - Emergency and Disaster Management
- BSHS - Public Health - Environmental and Occupational Health and Safety
- BSHS - Public Health - Health Care Administration
- BSHS - Public Health - Health Education

Public health is the science of protecting and improving the health of populations and communities by educating, promoting healthy lifestyles, creating policies, developing systems, and conducting research in health behavior, emergency preparedness, environmental health, and global health issues. The concentration in Public Health prepares students to analyze determinants of health as they relate to complex issues such as access to health care, disease and injury prevention, and environmental and occupational hazards. Students will learn to advocate for health, assess needs, plan, implement, evaluate, and manage programs.

Additionally, the emphasis in Health Care Administration prepares graduates for a successful and challenging career within the field of health care administration and for advanced studies in the discipline. The health care administrator of the 21st century must be knowledgeable about the basic managerial aspects of an organization as well as new developments in the health field and technology. Coursework equips students with a foundation in these aspects of health care administration.

Concentration Learning Outcomes

Upon graduation, students will be able to:

- Communicate health information to a wide range of audiences through various media channels.
- Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- Assess the values and perspectives of diverse individuals, communities, and cultures, and their influence on health behaviors, choices, and practices.
- Discuss major local, state, national, and global health challenges.
- Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
- Analyze ethical concerns and conflicts of interest that arise in the field of public health.
- Recognize the impact of policies and legislation on individual and population health.
- Assess the source and quality of health information and data related to individual and community health.
- Advocate for evidence-based social, political, and economic changes that improve the health of individuals and communities.

Concentration Core Courses (16 Semester Hours)

BHE 314	Environmental Health and Safety	4
BHS 350	Global Health and Sustainability	4
BHM 415	Topics in Health Care Policy	4
BPH 499	Senior Capstone in Public Health	4

Concentration Elective Courses (16 – 24 Semester Hours)

Select courses from the following:

BHE 310	Health Promotion, Disease Prevention	4
BHM 320	Management of Health Programs	4
BHM 324	Human Resources Management	4
BHM 443	Legal Aspects of Health Care	4
BHS 312	Principles of Management	4
BHS 427	Health Care Finance	4

Concentration Special Instructions

BPH 499   Senior Capstone in Public Health may not be taken until all other core and concentration courses have been successfully completed.
A minimum grade of "C" is required in BPH 499 to meet graduation requirements.

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Health Sciences
Public Health - Health Education

Program Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with the following options:

- BSHS - no concentration
- BSHS - concentration in Health Care Management
- BSHS - concentration in Public Health

The Bachelor of Science in Health Sciences program provides a firm foundation in the health sciences to prepare graduates for entry and mid-level positions in public health and health care administration, or to pursue graduate education in a health-related field. Our mission is to produce highly competent, ethical, caring health professionals who can effect change for the better in communities, populations, organizations, and systems. We do this with an evidence-based, online teaching model and a student-centered learning environment in which undergraduates can expand their knowledge and skills.

Students will hone basic research skills to use and evaluate data upon which health care managers, educators, administrators, and public health specialists base decisions. Students will develop analytical and problem-solving skills required of such professionals. They will expand awareness of legal and ethical issues in the health field and will learn to recognize and appreciate the economic, political, and social environment in which health care functions. The courses in this program prepare graduates to work in a variety of settings such as health departments, government and voluntary health agencies, clinics, hospitals, businesses, and health-related industries.

Program Learning Outcomes

The BSHS degree program at Trident University International prepares students 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.

Program Core Courses (32 Semester Hours)

BHE 200	Essentials of Public Health	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHE 226	Health Communication and Advocacy	4
BHS 365	Ethics in Health Care	4

BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4

Program Core Special Instructions

Complete Program Core Courses before taking Concentration Courses.

Concentration Introduction

The College of Health Sciences offers a Bachelor of Science in Health Sciences (BSHS) degree program with a concentration in Public Health and the following options:

- BSHS - Public Health
- BSHS - Public Health - Emergency and Disaster Management
- BSHS - Public Health - Environmental and Occupational Health and Safety
- BSHS - Public Health - Health Care Administration
- BSHS - Public Health - Health Education

Public health is the science of protecting and improving the health of populations and communities by educating, promoting healthy lifestyles, creating policies, developing systems, and conducting research in health behavior, emergency preparedness, environmental health, and global health issues. The concentration in Public Health prepares students to analyze determinants of health as they relate to complex issues such as access to health care, disease and injury prevention, and environmental and occupational hazards. Graduates are prepared for successful and challenging careers within the field of public health and for advanced studies in the discipline.

Additionally, the emphasis on Health Education 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, businesses, and health-related industries. Health Educators promote health by facilitating voluntary changes in health behaviors and by advocating for policy and social change to create communities and environments that are conducive to health for all.

Coursework is aligned with the Seven Areas of Responsibility that define the role of the health education specialist. Graduates are eligible to take the Certified Health Education Specialist examination (CHES) through the National Commission for Health Education Credentialing (NCHEC). This optional certification provides national recognition of the health educator's competencies. Students should contact NCHEC regarding eligibility and requirements for the exam. **This not a teacher credentialing or teaching certificate program.** Trident cannot grant a teaching credential or certify any student as a teacher or administrator. The requirements for teacher credentialing, licensure, and certification vary from state to state. Students are urged to contact their state of residence or employment for information on specific requirements and criteria.

Concentration Learning Outcomes

Upon graduation, students will be able to:

- Communicate health information to a wide range of audiences through various media channels.
- Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.

- Assess the values and perspectives of diverse individuals, communities, and cultures, and their influence on health behaviors, choices, and practices.
- Discuss major local, state, national, and global health challenges.
- Discuss the interconnectedness among the physical, social, and environmental aspects of community health.
- Analyze ethical concerns and conflicts of interest that arise in the field of public health.
- Recognize the impact of policies and legislation on individual and population health.
- Assess the source and quality of health information and data related to individual and community health.
- Advocate for evidence-based social, political, and economic changes that improve the health of individuals and communities.

Concentration Core Courses (16 Semester Hours)

BHE 314	Environmental Health and Safety	4
BHS 350	Global Health and Sustainability	4
BHM 415	Topics in Health Care Policy	4
BPH 499	Senior Capstone in Public Health	4

Concentration Elective Courses (16 – 24 Semester Hours)

Select courses from the following:

BHE 302	Introduction to Health Education	4
BHE 310	Health Promotion, Disease Prevention	4
BHE 324	Principles of Teaching	4
BHE 402	Advanced Health Education	4
BHE 415	Community and Domestic Violence	4
BHE 411	Human Nutrition	4

Concentration Special Instructions

BPH 499   Senior Capstone in Public Health may not be taken until all other core and concentration courses have been successfully completed.
A minimum grade of "C" is required in BPH 499 to meet graduation requirements.

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Homeland Security

Program Introduction

With the enactment of the Homeland Security Act in 2002, the United States Congress created the Department of Homeland Security (DHS). The department's Core Mission includes preventing terrorism and enhancing security; managing our borders; administering immigration laws; securing cyberspace;

and ensuring disaster resilience. The Federal Emergency Management Agency (FEMA) is a part of DHS and an integral component of America's emergency management enterprise, working to ensure the successful preparation for, protection against, response to, recovery from, and mitigation of all hazards.

Trident University's College of Health Sciences offers the Bachelor of Science in Homeland Security (BSHLS) degree program. This program is sequentially constructed to correspond to "four pillars" of the National Preparedness Goal (2011) and the Missions of the Strategic Plan of the Department of Homeland Security (DHS) (2012). The pillars are: (1) Prevent, (2) Protect, (3) Respond, and (4) Recover. This coverage format will ensure that all essential areas are addressed so that learners will be assured fundamental coverage of the Homeland Security scope of responsibilities. Courses will include scenarios and disaster simulation exercises to provide a sense of realism. The program begins with exploring the fundamentals and ethics of HLS, moves to interagency planning, and ultimately ends with the Capstone Course in which the student will submit original work that will reflect an integration of all coursework topics.

Program Learning Outcomes

By the end of this degree program, graduates should be able to:

- Demonstrate knowledge of the "Four Pillars" of the Department of Homeland Security's mission and goals.
- Communicate effectively at the fundamental level of the homeland security field.
- Apply logical reasoning to identify and address problems in the field of homeland security.
- Select and explain homeland security information relevant to domestic environments.
- Identify and generalize homeland security options for decision making and action plans.
- Comprehend and explain the need for interagency collaboration, planning, and execution of a homeland security situation.
- Understand the ethical and legal aspects of homeland security, to support decision making.

Program Core Courses (36 Semester Hours)

HLS 210	Fundamentals and Ethics of Homeland Security	4
HLS 320	Homeland Security and Interagency Planning	4
HLS 430	Preventing Homeland Infiltration: Air, Ground, and Maritime	4
HLS 440	Potential Threats to Homeland Security	4
HLS 450	Catastrophic Events and Responses	4
HLS 460	Intelligence and Law Enforcement	4
HLS 470	Cyber and Physical Security Vulnerabilities and Methodologies	4
HLS 480	Homeland Recovery and Continuity of Operations	4
HLS 499	Homeland Security Capstone Course	4

Program Core Special Instructions

HLS 210 and HLS 320	Fundamentals and Ethics of Homeland Security (HSL 210) and Homeland Security and Interagency Planning (HLS 320) should be taken prior to all other program requirements.
HLS 499	Homeland Security Capstone Course must be taken in final session. A minimum grade of "C" is required in HLS 499 to meet graduation requirements.

Program Elective Courses (36 Semester Hours)

Select 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
ITM 301	Principles of Information Systems in Business and Organizations	4
ITM 431	Introduction to IT Security	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours.

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester 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 (MSEDM) 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.
- Generate emergency plans that meet state and federal guideline and communicate them effectively through written and/or audio-visual formats.
- Apply quantitative skills and methods to evaluate emergency and disaster data/information.
- Identify and critically evaluate professional literature in the field of emergency and disaster management.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action relative to emergency and disaster management.
- Analyze and evaluate disaster threats to the public, infrastructures, and environments to effectively integrate and develop coordinated responses with various agencies in disaster mitigation.

- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the emergency and disaster management field.

Program Core Courses (28 Semester 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
EDM 502	Prerequisite: MHE503, MHE509, MHE511
EDM 599	Prerequisite: May not be taken until all other core courses and concentration elective courses have been successfully completed

Concentration Elective Courses (12 Semester Hours)

Select <u>three</u> courses from the following:

EDM 501	Domestic Terrorism	4
EDM 503	Infectious Disease Mitigation Following Natural Disasters	4
MHE 512	Disaster Relief	4
MHE 514	Psychosocial Aspects of Emergency and Disaster	4
MHE 516	Combating Terrorism	4

Degree Semester Hour Requirement

A minimum of 40 semester hours

Master of Science in Emergency and Disaster Management Logistics

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 (MSEDM) 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.
- Generate emergency plans that meet state and federal guideline and communicate them effectively through written and/or audio-visual formats.
- Apply quantitative skills and methods to evaluate emergency and disaster data/information.

- Identify and critically evaluate professional literature in the field of emergency and disaster management.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action relative to emergency and disaster management.
- Analyze and evaluate disaster threats to the public, infrastructures, and environments to effectively integrate and develop coordinated responses with various agencies in disaster mitigation.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the emergency and disaster management field.

Program Core Courses (28 Semester 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
EDM 502	Prerequisite: MHE503, MHE509, MHE511
EDM 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 Emergency and Disaster Management degree program with a concentration in Logistics. Operating under disastrous conditions in which lives are in danger calls for clear and concise actions on the part of disaster management professionals. Many times, staging of materiel, procurement and dispensing of medical supplies and coordination of transportation do not go according to plan and will require dynamic planning and adjustments to plans in real time. Ongoing, critical decisions have to be made under circumstances of limited communication and life-threatening conditions. An effective manager will need prioritize actions based on critical needs to assure successful routing of personnel and supplies in order to support, evacuate, and safeguard affected population. Crises simulations exercises will be used in logistics concentration.

Concentration Learning Outcomes

- Analyze appropriate course(s) of action in a disaster and strategically apply the most effective and timely ones in the movement of personnel and materiel.
- Appraise risks to medical infrastructure and generate plans for coordination with hospitals to address patient surges and transport of required medical supplies.

Concentration Core Courses (12 Semester Hours)

EDM 510	Dynamic Disaster Management Logistics	4
EDM 511	Emergency Transportation and Transshipment Logistics	4
EDM 512	Emergency Healthcare Logistics in Disasters	4

Degree Semester Hour Requirement
A minimum of 40 semester 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.
- Develop effective written documents and presentation as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Identify and critically evaluate professional literature in the field of health administration.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Effectively integrate and develop coordinated plans across various departments to serve the needs of diverse individuals, families, and communities within the healthcare settings.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the healthcare field.

Program Core Courses (28 Semester 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
MHM 514	Prerequisite: MHA506, MHA507
MHA 599	Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed

Concentration Elective Courses (12 Semester Hours)
Select three courses from the following:

LED 560	Leadership and Strategy	4

MGT 501	Management and Organizational Behavior	4
MHM 505	Introduction to Quality Assurance	4
MHM 535	Hospital Administration	4
NCM 501	Foundations of Conflict Resolution Management	4

Degree Semester Hour Requirement

A minimum of 40 semester 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.
- Develop effective written documents and presentation as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Identify and critically evaluate professional literature in the field of health administration.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Effectively integrate and develop coordinated plans across various departments to serve the needs of diverse individuals, families, and communities within the healthcare settings.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the healthcare field.

Program Core Courses (24 Semester 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
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).

Concentration Core Courses (16 Semester Hours)

MGT 501	Management and Organizational Behavior	4
NCM 501	Foundations of Conflict Resolution Management	4
NCM 511	Mediation and Arbitration	4
NCM 512	Negotiation Strategies	4

Degree Semester Hour Requirement

A minimum of 40 semester hours

Master of Science in Health Administration
Health Care Quality Assurance

Program Introduction

Propelled by broad trends, such as demographic growth, an aging 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.
- Develop effective written documents and presentation as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Identify and critically evaluate professional literature in the field of health administration.

- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Effectively integrate and develop coordinated plans across various departments to serve the needs of diverse individuals, families, and communities within the healthcare settings.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the healthcare field.

Program Core Courses (24 Semester 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	Health Administration Capstone Course	4

Program Core Special Instructions

MHM 502	Prerequisite: MHA 506, MHA 507
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 (MSHA) 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.

Concentration Core Courses (16 Semester 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 535	Hospital Administration	4

Degree Semester Hour Requirement

A minimum of 40 semester 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.
- Develop effective written documents and presentation as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Identify and critically evaluate professional literature in the field of health administration.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Effectively integrate and develop coordinated plans across various departments to serve the needs of diverse individuals, families, and communities within the healthcare settings.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the healthcare field.

Program Core Courses (24 Semester 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
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 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

Concentration Core Courses (16 Semester Hours)

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

Degree Semester Hour Requirement

A minimum of 40 semester hours

Master of Science in Health Administration
Human Resource 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.
- Develop effective written documents and presentation as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Identify and critically evaluate professional literature in the field of health administration.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Effectively integrate and develop coordinated plans across various departments to serve the needs of diverse individuals, families, and communities within the healthcare settings.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the healthcare field.

Program Core Courses (24 Semester 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
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 Human Resource Management. The goal of the program is to provide those aspiring to be Human Resource professionals with the necessary knowledge needed to succeed and become highly capable leaders and contributors to their organization and support to its professional staff personnel.

Concentration Learning Outcomes

- Function at the professional middle management level in the human resource management field.
- Marshal and manage relevant resources in human resource management particularly in an uncertain global environment.
- 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.

Concentration Core Courses (16 Semester Hours)

MGT 501	Management and Organizational Behavior	4
MGT 509	Human Resource Management	4
MGT 511	Advanced Topics in Human Resource Management	4
MGT 516	Legal Implications in Human Resource Management	4

Degree Semester Hour Requirement

A minimum of 40 semester hours

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

Program Introduction

The Glenn R. Jones College of Business 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.

MSHA Program Learning Outcomes

- Identify and apply appropriate models and theories to approach and address administrative healthcare problems or issues.
- Develop effective written documents and presentation as professionally appropriate at the healthcare administrative level, e.g., executive reports, business plans, and presentations.
- Apply quantitative skills and methods to evaluate healthcare data/information.
- Identify and critically evaluate professional literature in the field of health administration.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action for a healthcare problem or issue.
- Effectively integrate and develop coordinated plans across various departments to serve the needs of diverse individuals, families, and communities within the healthcare settings.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the healthcare field.

MBA Program Learning Outcomes

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.
- Evaluate information consisting of multiple perspectives, conflicting evidence, competing interests and priorities, and risk, to determine an optimal course of action.
- Generate oral / written presentations in various business formats (e.g., memos, reports, PowerPoint, spreadsheets, charts / graphs)
- Apply a systems perspective to improve, integrate, and align business functions with organizational strategy.
- Recognize and address cross-cultural contingencies for conducting business in a global environment.
- Demonstrate ethical and reasoned decision-making and action in all facets of organizational management.
- Manage and lead groups and individuals to optimize performance and productivity.

Program Core Courses (64 Semester Hours)

MBA courses:

ACC 501	Accounting for Decision Making	4
BUS 520	Business Analytics and Decision Making	4
BUS 530	Managerial Economics	4
ETH 501	Business Ethics	4
FIN 501	Strategic Corporate Finance	4
MGT 501	Management and Organizational Behavior	4
MKT 501	Strategic Marketing	4
OPM 500	Operation Management for Managers	

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 Capstone Course in Health Administration and Business Administration	4

Program Core Special Instructions

CAP 599   Integrative Capstone Course in Health Administration and Business Administration must be taken in final session.

- The student needs to apply specifically to the dual degree program when applying to the university.
- The MSHA/MBA degree requires total of 64 semester hours, 32 semester hours from each program. The student may choose which program he/she completes first. However, students without an undergraduate degree in Business Administration should complete the MSHA program courses 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 MGT599 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.

Degree Semester Hour Requirement

A minimum of 64 semester hours

Master of Science in Health Sciences
Environmental and Occupational Health and Safety

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. 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

Program Core Courses (16 Semester Hours)

MHS 502	Cultural Diversity in Health Sciences	4
MHS 504	Scholarly Writing in the Health Sciences	4
MHS 506	Biostatistics	4
RES 500	Research Methods for Health Sciences	4

Concentration Introduction

The Trident University College of Health Sciences offers the Master of Science in Health Sciences degree program with a concentration in Environmental and Occupational Health and Safety. The goal of the program is to prepare its graduates for management and director-level positions in the field. Upon successful completion of the MSHS Environmental and Occupational Health and Safety concentration, students will attain knowledge necessary to develop and oversee programs that ensure the safety of both workers and the environment and procedures for enforcing environmental laws and regulations.

Concentration Learning Outcomes

- Demonstrate comprehensive knowledge of the recognition, evaluation, and control of biological, chemical, and physical factors that can impact human health and safety in the workplace and the general environment
- Apply knowledge of research design and analytical skills to critically evaluate scientific, technical, and regulatory documents
- Prepare and present information to professional groups, regulatory agencies, and lay audiences using oral, written, and electronic communication skills
- Demonstrate a sufficient level of technical expertise in environmental and occupational health to competently solve general EOH problems
- Demonstrate a broad set of management skills to develop, manage or critically analyze an environmental or occupational health and safety program

Concentration Core Courses* (16 Semester Hours)

EOH 502	Fundamentals of Environmental and Occupational Health	4
EOH 508	Environmental and Occupational Health Administration	4
EOH 510	Environmental and Occupational Health Regulations and Standards	4
MIH 527	Environmental Health Assessment	4

Concentration Elective Courses (4 Semester Hours)

Select <u>one</u> course from the following:

EOH 521	Environmental and Occupational Health Problems	4
EOH 531	Environmental and Occupational Epidemiology	4
EOH 541	Occupational Ergonomics	4

Integrative Project (4 Semester Hours)

MHS 599   MSHS Integrative Project   4

Special Instructions

MHS 599   Prerequisite: may not be taken until all required program and concentration core courses and concentration elective have been successfully completed.

Degree Semester Hour Requirement

A minimum of 40 semester hours

Master of Science in Health Sciences
Global Health Security

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. 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

Program Core Courses (16 Semester Hours)

MHS 502	Cultural Diversity in Health Sciences	4
MHS 504	Scholarly Writing in the Health Sciences	4
MHS 506	Biostatistics	4
RES 500	Research Methods for Health Sciences	4

Concentration Introduction

The Trident University College of Health Sciences offers the Master of Science in Health Sciences degree program with a concentration in Global Health Security. The goal of the program is to prepare students for careers requiring expertise in the prevention and detection of and response to biological threats, ranging from naturally occurring infectious diseases to deliberately launched biological attacks. Upon

completion of the MSHS Global Health Security concentration, students will acquire knowledge necessary to develop and lead programs that prepare for and respond to major global health threats.

Concentration Learning Outcomes
- Identify methods for ensuring sustainability of global health initiatives
- Assess public health preparedness relative to bioterrorism
- Characterize the role of foreign policy in global health
- Identify the national security implications of public health preparedness
- Develop an intervention that optimizes global health security relative to a particular global health threat

Concentration Core Courses* (16 Semester Hours)

GHS 502	Fundamentals of Global Health	4
GHS 508	Global Health Policy	4
GHS 510	Global Health Security and Diplomacy	4
GHS 512	Bioterrorism and Human Security	4

Concentration Elective Courses (4 Semester Hours)

Select one course from the following:

MPH 504	Epidemiology	4
GHS 521	Global Health Economics	4
GHS 531	Global Sustainability	4

Integrative Project (4 Semester Hours)

MHS 599	MSHS Integrative Project	4

Special Instructions

MHS 599   Prerequisite: may not be taken until all required program and concentration core courses and concentration elective have been successfully completed.

Degree Semester Hour Requirement

A minimum of 40 semester 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. 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

Program Core Courses (16 Semester Hours)

MHS 502	Cultural Diversity in Health Sciences	4
MHS 504	Scholarly Writing in the Health Sciences	4
MHS 506	Biostatistics	4
RES 500	Research Methods for Health Sciences	4

Concentration Introduction

The Trident University 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.

Concentration Learning Outcomes

- Apply health behavior theory to the development of health education interventions.
- 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 Core Courses*(16 Semester Hours)

MHD 504	Health Promotion, Program, Planning, Design and Evaluation	4
MHD 508	Health Behavior and Change	4
MHD 561	Health Education Program Administration	4
MIH 521	Health Program Evaluation	4

Concentration Elective Courses (4 Semester Hours)

Select one course 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

Integrative Project (4 Semester Hours)

MHS 599	MSHS Integrative Project	4

Special Instructions

MHS 599   Prerequisite: may not be taken until all required program and concentration core courses and concentration elective have been successfully completed.

Degree Semester Hour Requirement

A minimum of 40 semester hours

Master of Science in Health Sciences
Public 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. 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

Program Core Courses (16 Semester Hours)

MHS 502	Cultural Diversity in Health Sciences	4
MHS 504	Scholarly Writing in the Health Sciences	4
MHS 506	Biostatistics	4
RES 500	Research Methods for Health Sciences	4

Concentration Introduction

The Trident University 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

Concentration Core Courses* (16 Semester Hours)

MPH 502	Introduction to Public Health	4
MPH 504	Epidemiology	4
MHD 508 *or* MIH 521	Health Behavior and Change *or* Health Program Evaluation	4
CRA 500	Health Care Delivery Systems	4

Concentration Elective Courses (4 Semester Hours)

Select one course from the following:

MIH 512	Demography and Health	4
MPH 522	Public Health Law and Policy	4
MPH 503	Infertility and Public Health	4
MIH 527	Environmental Health Assessment	4
EOH 502	Fundamentals of Environmental and Occupational Health	4

Integrative Project (4 Semester Hours)

MHS 599	MSHS Integrative Project	4

Special Instructions

MHS 599   Prerequisite: may not be taken until all required program and concentration core courses and concentration elective have been successfully completed.

Degree Semester Hour Requirement

A minimum of 40 semester hours

Master of Science in Homeland Security

Program Introduction

With the enactment of the Homeland Security Act in 2002, the United States Congress created the Department of Homeland Security (DHS). The department's Core Mission includes preventing terrorism and enhancing security; managing our borders; administering immigration laws; securing cyberspace; and ensuring disaster resilience. The Federal Emergency Management Agency (FEMA) is a part of DHS and an integral component of America's emergency management enterprise, working to ensure the successful preparation for, protection against, response to, recovery from, and mitigation of all hazards.

Trident University's College of Health Sciences offers the Master of Science in Homeland Security (MSHLS). This program is designed for both military and civilian students with experience responding to domestic crises, terrorist-based events, and natural disasters. The MSHLS degree program courses closely align with Department of Homeland Security (DHS) mission objectives and are appropriately

sequenced to correspond to before-, during-, and after-a-disaster episodes on American soil. Courses include the topics of crisis management, critical infrastructure protection, security technology, and intelligence analysis. Crisis simulations and scenarios will be used to reinforce students' skills to succeed in Homeland Security professions in the federal, state, and local government; and industry areas

Program Learning Outcomes

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

- Demonstrate and apply advanced knowledge of theories and practices relevant to homeland security.
- Examine and apply emergency plans to homeland security scenarios meeting state and federal guidelines and communicate them to the impacted public.
- Apply quantitative skills and methods to analyze homeland security data/information.
- Identify and appraise the theoretical foundations and literature in the field of homeland security.
- Evaluate and assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action relative to homeland security.
- Apply assessment and valuation to diverse interagency procedure and plan options in response to homeland natural disasters or terrorist acts.
- Assess diverse legal and ethical practices and apply to decision making in the field of homeland security.

Program Core Courses (32 Semester Hours)

EDM 501	Domestic Terrorism	4
EDM 502	Critical Infrastructure Vulnerability and Protection	4
HLS 501	Introduction to Homeland Security	4
HLS 502	Intelligence Analysis and Homeland Security	4
HLS 503	Homeland Crisis Management	4
HLS 504	Technology for Homeland Security	4
HLS 599	Capstone Course	4
MHE 509	Emergency Planning and Methodology	4

Program Core Special Instructions

EDM 502	Prerequisite: HLS 501; MHE 509
HLS 503	Prerequisite: HLS 501; MHE 509; HLS 502
HLS 599	Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed
MHE 509	Prerequisite: HLS 501

Program Elective Courses (8 Semester Hours)

Select two courses from the following:

EDM 503	Infectious Disease Mitigation Following Natural Disasters	4
EDM 504	Public Health and the Aftermath of a Disaster	4
EDM 511	Emergency Transportation and Transshipment Logistics	4
MHE 511	Emergency Operations	4
MHE 514	Psychosocial Aspects of Emergency and Disaster	4
MHE 516	Combating Terrorism	4

Degree Semester Hour Requirement
A minimum of 40 semester 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. Trident 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

Program Core Courses (40 Semester Hours)

DHS 612	Program Evaluation	4
DHS 620	Linking Theory with Research	4
DHS 652	Research Seminar	4
DHS 699	Dissertation Seminar	4
DHS 700 through 702	Dissertation Series	4
DHS 703 and above	Dissertation Continuation	0
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 618	Quantitative Research and Advanced Statistics II	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 semester hours. 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.

Concentration Core Courses (16 Semester 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

Degree Semester Hour Requirement

Total semester hour requirement including 56 semester hours 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
Global Health, Educator/Researcher

Program Introduction

The Doctor of Philosophy represents the highest level of achievement in any academic discipline. Trident 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 Global 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. Global Health, Educator/Researcher program is not a certificate or credentialing programs.

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
- 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

Program Core Courses (40 Semester Hours)

DHS 612	Program Evaluation	4
DHS 620	Linking Theory with Research	4
DHS 652	Research Seminar	4
DHS 699	Dissertation Seminar	4
DHS 700 through 702	Dissertation Series	4
DHS 703 and above	Dissertation Continuation	0
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 618	Quantitative Research and Advanced Statistics II	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 semester fours. 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.

Concentration Elective Courses (16 Semester Hours)

Select four courses from the following:

DIH 619	Current Issues in International Health Research	4
DEL 606	Management of Change In Education	4
DHS 621	Curriculum in Higher Education	4
DHS 623	Teaching/Administration in Higher Education	4
DIH 698	Cross Cultural Issues in Health	4
RMS 610	Qualitative Research	4

Total Degree Semester Hours Requirement

Total degree requirements including 56 semester hours 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
Global Health, Practitioner/Researcher

Program Introduction

The Doctor of Philosophy represents the highest level of achievement in any academic discipline. Trident 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/researcher concentration in Global Health. 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

Program Core Courses (40 Semester Hours)

DHS 612	Program Evaluation	4
DHS 620	Linking Theory with Research	4
DHS 652	Research Seminar	4
DHS 699	Dissertation Seminar	4
DHS 700 through 702	Dissertation Series	4
DHS 703 and above	Dissertation Continuation	0
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 618	Quantitative Research and Advanced Statistics II	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 semester hours. 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 Global Health and provides the student with the knowledge and skills to conduct research.

Concentration Elective Courses (16 Semester Hours)

Select <u>four</u> 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	Cross Cultural Issues in Health	4
RMS 610	Qualitative Research	4

Total Degree Semester Hours Requirement

Total degree requirements including 56 semester hours 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.

Program Core Courses (56 Semester Hours)

CSC 111	Foundations of Computing and Program Design	4
CSC 112	Assembly Language	4
CSC 212	Intermediate Object Oriented Programming	4
CSC 230	Data Structures and Algorithms	4
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 330	Computer System Architecture	4
CSC 340	Networking and Data Communications	4
ITM 433	Human Computer Interaction	4
ITM 434	Business Ethics and Social Issues in Computing	4
CSC 425	BSCS Integrative Project (Capstone)	4
ITM 205	Object Oriented Programming	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.

A minimum grade of "C" is required in CSC 425 to meet graduation requirements.

Concentration Core Courses (12 Semester Hours)

CSC 416	Information Security and Technology in Society	4
CSC 424	Software Engineering	4
ITM 426	Systems Analysis and Design I	4

Additional Lower Division Program Requirements

MAT 150	College Algebra	4
MAT 106	Discrete Mathematics	4
MAT 201	Basic Statistics	4

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Computer Science
Cyber Security

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.

Program Core Courses (56 Semester Hours)

CSC 111	Foundations of Computing and Program Design	4
CSC 112	Assembly Language	4
CSC 212	Intermediate Object Oriented Programming	4
CSC 230	Data Structures and Algorithms	4
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 330	Computer System Architecture	4
CSC 340	Networking and Data Communications	4
ITM 433	Human Computer Interaction	4
ITM 434	Business Ethics and Social Issues in Computing	4
CSC 425	BSCS Integrative Project (Capstone)	4
ITM 205	Object Oriented Programming	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.
A minimum grade of "C" is required in CSC 425 to meet graduation requirements.

Concentration Introduction

This concentration provides the student with the tools and techniques to become Cyber Security professional. Subject areas include Access Controls and Authentication, Security Operations and Administration, Monitoring and Analysis, Risk Response and Recovery, Cryptography, Network and Data Communications Security and Ethical Hacking. Students will learn and work with advanced technologies to secure information infrastructures and protect information from cyber attacks.

Concentration Core Courses (12 Semester Hours)

CSC 414	Advanced Networking and Wireless Hybrid Networks	4
CSC 420	Network Security	4
CSC 421	Introduction to Cryptography	4

Additional Lower Division Program Requirements

MAT 150	College Algebra	4
MAT 106	Discrete Mathematics	4
MAT 201	Basic Statistics	4

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Information Technology Management

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 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:

- Apply knowledge of information technologies and their effective management in organizational settings.
- Communicate effectively with a range of audiences to accomplish information technology management solutions.
- Analyze computing hardware configurations and application software to identify information technology solutions that meet business needs.

- Apply information technology decisions in support of organizational strategies.
- Evaluate practices and uses of information and information systems within organizations.
- Recognize how various internal and external factors affect information technology deployment and use within organizations.
- Explain professional, ethical, legal, security and social issues and responsibilities.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
BUS 303	Business Communication	4
CSC 316	Database Systems I	4
ITM 205	Object Oriented Programming	4
ITM 206	Introduction to Business Process and ERP Systems	4
ITM 306	Foundations of Management Information Systems	4
ITM 423	Systems Acquisition, Systems Development, and Project Management	4
ITM 426	Systems Analysis and Design I	4
ITM 431	Introduction to IT Security	4
ITM 433	Human Computer Interaction	4
ITM 441	Network Technology and Network Administration	4
ITM 490	Capstone in Information Technology Management	4
LOG 302	Operations Management Control	4

Program Core Special Instructions

ITM 490 Prerequisite: may not be taken until all other core courses and concentration courses have been successfully completed
A minimum grade of "C" is required in ITM 490 to meet graduation requirements.

Program Elective Courses (16 Semester Hours)

Select <u>four</u> of the following:

CSC 317	Database Systems II	4
CSC 330	Computer System Architecture	4
CSC 340	Networking and Data Communications	4
CSC 414	Advanced Networking and Wireless Hybrid Networks	4
CSC 424	Software Engineering	4
ITM 434	Business Ethics and Social Issues in Computing	4
ITM 437	Information Security and Technology	4
ITM 438	Information Security Management and Assurance	4
ITM 446	Systems Analysis and Design II	4
ITM 453	Project Management Integration	4
MGT 302	Organizational Behavior and Teamwork	4
MKT 301	Principles of Marketing	4
PRM301	Introduction to Project Management	4

Additional Lower Division Program Requirements

MAT 201	Basic Statistics	4

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident

Degree Semester Hour Requirement

A minimum of 120 semester 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.

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:

- Apply knowledge of information technologies and their effective management in organizational settings.
- Communicate effectively with a range of audiences to accomplish information technology management solutions.
- Analyze computing hardware configurations and application software to identify information technology solutions that meet business needs.
- Apply information technology decisions in support of organizational strategies.
- Evaluate practices and uses of information and information systems within organizations.
- Recognize how various internal and external factors affect information technology deployment and use within organizations.
- Explain professional, ethical, legal, security and social issues and responsibilities.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
BUS 303	Business Communication	4
CSC 316	Database Systems I	4
ITM 205	Object Oriented Programming	4
ITM 206	Introduction to Business Process and ERP Systems	4
ITM 306	Foundations of Management Information Systems	4
ITM 423	Systems Acquisition, Systems Development, and Project Management	4
ITM 426	Systems Analysis and Design I	4
ITM 431	Introduction to IT Security	4
ITM 433	Human Computer Interaction	4
ITM 441	Network Technology and Network Administration	4
ITM 490	Capstone in Information Technology Management	4
LOG 302	Operations Management Control	4

Program Core Special Instructions

ITM 490   Prerequisite: may not be taken until all other core courses and concentration courses have been successfully completed.
A minimum grade of "C" is required in ITM490 to meet graduation requirements.

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.

Concentration Core Courses (12 Semester Hours)

CSC 424	Software Engineering	4
ITM 446	Systems Analysis and Design II	4
ITM 453	Project Management Integration	4

Concentration Elective Courses (4 Semester Hours)

Select one of the following:

CSC 317	Database Systems II	4
CSC 330	Computer System Architecture	4
CSC 340	Networking and Data Communications	4
CSC 414	Advanced Networking and Wireless Hybrid Networks	4
ITM 434	Business Ethics and Social Issues in Computing	4
ITM 437	Information Security and Technology	4
ITM 438	Information Security Management and Assurance	4
MGT 302	Organizational Behavior and Teamwork	4
MKT 301	Principles of Marketing	4
PRM 301	Introduction to Project Management	4

Additional Lower Division Program Requirements

MAT 201   Basic Statistics   4

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident.

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Information Technology Management Information Security

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 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:

- Apply knowledge of information technologies and their effective management in organizational settings.
- Communicate effectively with a range of audiences to accomplish information technology management solutions.
- Analyze computing hardware configurations and application software to identify information technology solutions that meet business needs.
- Apply information technology decisions in support of organizational strategies.

- Evaluate practices and uses of information and information systems within organizations.
- Recognize how various internal and external factors affect information technology deployment and use within organizations.
- Explain professional, ethical, legal, security and social issues and responsibilities.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
BUS 303	Business Communication	4
CSC 316	Database Systems I	4
ITM 205	Object Oriented Programming	4
ITM 206	Introduction to Business Process and ERP Systems	4
ITM 306	Foundations of Management Information Systems	4
ITM 423	Systems Acquisition, Systems Development, and Project Management	4
ITM 426	Systems Analysis and Design I	4
ITM 431	Introduction to IT Security	4
ITM 433	Human Computer Interaction	4
ITM 441	Network Technology and Network Administration	4
ITM 490	Capstone in Information Technology Management	4
LOG 302	Operations Management Control	4

Program Core Special Instructions

ITM 490   Prerequisite: may not be taken until all other core courses and concentration courses have been successfully completed.
A minimum grade of "C" is required in ITM 490 to meet graduation requirements.

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.

Concentration Core Courses (12 Semester Hours)

CSC 340	Networking and Data Communications	4
ITM 437	Information Security and Technology	4
ITM 438	Information Security Management and Assurance	4

Concentration Elective Courses (4 Semester Hours)

Select one of the following:

CSC 317	Database Systems II	4
CSC 330	Computer System Architecture	4
CSC 414	Advanced Networking and Wireless Hybrid Networks	4
CSC 424	Software Engineering	4
ITM 434	Business Ethics and Social Issues in Computing	4
ITM 446	Systems Analysis and Design II	4
ITM 453	Project Management Integration	4
MGT 302	Organizational Behavior and Teamwork	4

| MKT 301 | Principles of Marketing | 4 |
| PRM301 | Introduction to Project Management | 4 |

Additional Lower Division Program Requirements

| MAT 201 | Basic Statistics | 4 |

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident.

Degree Semester Hour Requirement

A minimum of 120 semester hours

Bachelor of Science in Information Technology Management
IT Project Management

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 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:

- Apply knowledge of information technologies and their effective management in organizational settings.
- Communicate effectively with a range of audiences to accomplish information technology management solutions.

- Analyze computing hardware configurations and application software to identify information technology solutions that meet business needs.
- Apply information technology decisions in support of organizational strategies.
- Evaluate practices and uses of information and information systems within organizations.
- Recognize how various internal and external factors affect information technology deployment and use within organizations.
- Explain professional, ethical, legal, security and social issues and responsibilities.

Program Core Courses (52 Semester Hours)

ACC 201	Financial Accounting	4
BUS 303	Business Communication	4
CSC 316	Database Systems I	4
ITM 205	Object Oriented Programming	4
ITM 206	Introduction to Business Process and ERP Systems	4
ITM 306	Foundations of Management Information Systems	4
ITM 423	Systems Acquisition, Systems Development, and Project Management	4
ITM 426	Systems Analysis and Design I	4
ITM 431	Introduction to IT Security	4
ITM 433	Human Computer Interaction	4
ITM 441	Network Technology and Network Administration	4
ITM 490	Capstone in Information Technology Management	4
LOG 302	Operations Management Control	4

Program Core Special Instructions

ITM 490	Prerequisite: may not be taken until all other core courses and concentration courses have been successfully completed.
	A minimum grade of "C" is required in ITM 490 to meet graduation requirements.

Concentration Introduction

The BSITM concentration in IT 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.

Concentration Core Courses (12 Semester Hours)

MGT 302	Organizational Behavior and Teamwork	4
PRM 301	Introduction to Project Management	4
ITM 453	IT Project Management Integration	4

Concentration Elective Courses (4 Semester Hours)

Select <u>one</u> of the following:

CSC 317	Database Systems II	4
CSC 330	Computer System Architecture	4
CSC 340	Networking and Data Communications	4
CSC 414	Advanced Networking and Wireless Hybrid Networks	4
CSC 424	Software Engineering	4
ITM 434	Business Ethics and Social Issues in Computing	4

ITM 437	Information Security and Technology	4
ITM 438	Information Security Management and Assurance	4
ITM 446	Systems Analysis and Design II	4
MKT 301	Principles of Marketing	4

Additional Lower Division Program Requirements

| MAT 201 | Basic Statistics | 4 |

Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

Residency Requirement

A minimum of 32 semester hours must be completed at Trident.

Degree Semester Hour Requirement

A minimum of 120 semester hours

Master of Science in Information Technology Management

Program Introduction

The Master's 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.

Program Core Courses (24 Semester Hours)

| ITM 517 | Information Security Overview for Managers and Policy Makers | 4 |

ITM 524	Foundations of Information Technology Management	4
ITM 525	Management of Information Technology in Organizations	4
ITM 540	Database and Knowledge-Base Management	4
ITM 580	Strategic Planning for IT	4
ITM 590	Integrative Project (Capstone Course)	4

Program Core Special Instructions

ITM 590   Integrative Project (Capstone Course) must be completed in your final session

Concentration Elective Courses (12 Semester Hours)

Select <u>three</u> of the following:

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 546	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	4
ITM 560	IT Management for Specialized Technologies	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master of Science in Information Technology Management
Information Security / Assurance and Digital Forensics

Program Introduction

The Master's 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.

Program Core Courses (24 Semester Hours)

ITM 517	Information Security Overview for Managers and Policy Makers	4
ITM 524	Foundations of Information Technology Management	4
ITM 525	Management of Information Technology in Organizations	4
ITM 540	Database and Knowledge-Base Management	4
ITM 580	Strategic Planning for IT	4
ITM 590	Integrative Project (Capstone Course)	4

Program Core Special Instructions

ITM 590   Integrative Project (Capstone Course) must be completed in your final session

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.

Concentration Core Courses (12 Semester 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

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master of Science in Information Technology Management
IT Project Management

Program Introduction

The Master's 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.

Program Core Courses (24 Semester Hours)

ITM 517	Information Security Overview for Managers and Policy Makers	4
ITM 524	Foundations of Information Technology Management	4
ITM 525	Management of Information Technology in Organizations	4
ITM 540	Database and Knowledge-Base Management	4
ITM 580	Strategic Planning for IT	4

ITM 590   Integrative Project (Capstone Course)   4

Program Core Special Instructions

ITM 590   Integrative Project (Capstone Course) must be completed in your final session

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 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.

Concentration Core Courses (12 Semester Hours)

ITM 530	Managing IT Systems Development in Context of Multiple Stakeholders' Expectations	4
ITM 533	IT Project, Logistics, and Contract Management	4
ITM 560	IT Management for Specialized Technologies	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Master of Science in Information Technology Management
IT Systems Analysis and Design

Program Introduction

The Master's 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.

Program Core Courses (24 Semester Hours)

ITM 517	Information Security Overview for Managers and Policy Makers	4
ITM 524	Foundations of Information Technology Management	4
ITM 525	Management of Information Technology in Organizations	4
ITM 540	Database and Knowledge-Base Management	4
ITM 580	Strategic Planning for IT	4
ITM 590	Integrative Project (Capstone Course)	4

Program Core Special Instructions

ITM 590   Integrative 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 an IT organization. Graduates are uniquely positioned by virtue of their academic training, work experience, and communication skills. Covered in this concentration are system development methodologies, modeling techniques, 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.

Concentration Core Courses (12 Semester Hours)

ITM 530	Managing IT Systems Development in Context of Multiple Stakeholders' Expectations	4
ITM 546	Advanced Systems Analysis and Design	4
ITM 555	Systems Engineering	4

Degree Semester Hour Requirement

A minimum of 36 semester hours

Graduate Certificates

Trident 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.

Certificates are offered through their respective Colleges and Degree Programs (see below).

Glenn R. Jones College of Business
Entrepreneurship (MBA)

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 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

Certificate Core Courses (12 Semester Hours)

FIN 509	Entrepreneurial Finance	4
MGT 503	Advanced Entrepreneurship	4
ECM 555	e-Entrepreneurship	4

Certificate Elective Courses (4 Semester Hours)

Select <u>one</u> course from the following:

ACC 501	Accounting for Decision Makers	4
MGT 516	Legal Implications in Human Resource Management	4
MGT 515	Customer Relations Management	4

Certificate Semester Hour Requirement

16 Semester Hours

Finance (MBA)

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

Certificate Core Courses (12 Semester Hours)

FIN 502	International Finance	4
FIN 503	Monetary Policy and Financial Institutions	4
FIN 504	Investments and Portfolio Management	4

Certificate Elective Courses (4 Semester Hours)

Select <u>one</u> course from the following:

ACC 503	Federal Taxation and Business Strategy	4
FIN 509	Entrepreneurial Finance	4

Certificate Semester Hour Requirement

16 Semester Hours

Human Resource Management (MSHRM)

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 courses designed to provide graduates with current industry practices, leadership and management techniques in analyzing, developing, and directing quality human resources in the workplace.

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (12 Semester 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 Hours)

Select one course from the following:

BUS 503	Organizational Change and Transformation	4
MGT 506	Strategic Leadership	4
NCM 501	Foundations of Conflict Resolution Management	4

Certificate Semester Hour Requirement

16 Semester Hours

International Business (MBA)

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 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

Certificate Core Courses (12 Semester Hours)

FIN 502	International Finance	4
MKT 502	International Marketing	4
LOG 502	Managing the Global Logistics Chain	4

Certificate Elective Courses (4 Semester Hours)

Select one course from the following:

ETH 501	Business Ethics	4
MGT 506	Strategic Leadership	4

Certificate Semester Hour Requirement

16 Semester Hours

Managerial Accounting (MBA)

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 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

Certificate Core Courses (8 Semester Hours)

| ACC 501 | Accounting for Decision Makers | 4 |
| ACC 504 | Issues in Managerial Accounting | 4 |

Certificate Elective Courses (8 Semester Hours)

Select <u>two</u> courses from the following:

ACC 503	Federal Taxation and Business Strategy	4
ACC 520	Internal Control and Auditing	4
ACC 525	Sustainability Accounting and Reporting	4

Certificate Semester Hour Requirement

16 Semester Hours

Project Management (MBA)

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 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

Certificate Core Courses (12 Semester 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 Hours)

Select one course from the following:

MGT 508	Leadership of Teams	4
BUS 503	Organizational Change and Transformation	4
MGT 506	Strategic Leadership	4
NCM 512	Negotiation Strategies	4

Certificate Semester Hour Requirement

16 Semester Hours

Strategic Leadership (MBA)

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 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

Certificate Core Courses (12 Semester Hours)

MGT 506	Strategic Leadership	4
MGT 508	Leadership of Teams	4
MGT 501	Management of Organizational Behavior	4

Certificate Elective Courses (4 Semester Hours)

Select one course from the following:

BUS 503	Organizational Change and Transformation	4
ETH 501	Business Ethics	4
NCM 512	Negotiation Strategies	4

Certificate Semester Hour Requirement

16 Semester Hours

Supply Chain Management (MBA)

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 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

Certificate Core Courses (16 Semester Hours)

LOG 501	Managing the Supply Chain	4
LOG 502	Managing the Global Logistics Chain	4
LOG 503	Managing Logistics Operations	4
OPM 500	Operation Management for Managers	4

Certificate Semester Hour Requirement

16 Semester Hours

College of Education
Adult Learning (MAED)

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

Certificate Core Courses (16 Semester Hours)

MAE 502	Psychological Foundations 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

Certificate Semester Hour Requirements

16 Semester hours

Instructional Systems Specialist (MAED)

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 instructional design. Study of learning theories includes the systematic design, development, and validation of instructional material.

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (24 Semester Hours)

MAE 500	Current Issues in Technology and Learning	4

MAE 502	Psychological Foundations 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

Certificate Semester Hour Requirement

24 Semester Hours

Technology and Learning (MAED)

Certificate Introduction

Courses in this certificate explore the potential of technology to enhance teaching and learning in the classroom and online. 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

Certificate Core Courses (16 Semester Hours)

MAE 500	Current Issues in Technology and Learning	4
MAE 512	Constructing and Maintaining a Web Site	4
MAE 514	Infusing Technology into the Classroom	4
MAE 516	Case Study: Putting Policy into Practice	4

Certificate Semester Hour Requirement

16 Semester Hours

College of Health Sciences
Conflict Resolution Management (MSHA)

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 courses designed to provide graduates with knowledge and skills, and a capstone course oriented toward addressing most common real-life situations.

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (16 Semester Hours)

MGT 501	Management and Organizational Behavior	4
NCM 501	Foundations of Conflict Resolution Management	4
NCM 511	Mediation and Arbitration	4
NCM 512	Negotiation Strategies	4

Certificate Semester Hour Requirement

16 Semester Hours

Emergency and Disaster Management (MSEDM)

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

Certificate Core Courses (16 Semester 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

Certificate Semester Hour Requirement

16 Semester Hours

Emergency and Disaster Management - Logistics (MSEDM)

Certificate Introduction

The goal of the Graduate Certificate in EDM-Logistics is to help strengthen critical decision-making skills under circumstances of limited communication and life-threatening conditions. Staging of materiel, procurement and dispensing of medical supplies and coordination of transportation are areas of great concern in an actual disaster. Situational adjustments to plans must be made sometimes with limited feedback and at unconventional hours. Simulated crises will be used in the courses to sharpen the skills for effective emergency management.

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses

EDM 510	Dynamic Disaster Management Logistics	4
EDM 511	Emergency Transportation and Transshipment Logistics	4
EDM 512	Emergency Healthcare Logistics in Disasters	4

Certificate Elective Courses

Select <u>one</u> course from the following:

MHE 503	Survey of Emergency and Disaster Management	4
MHE 509	Emergency Planning and Methodology	4

Certificate Semester Hour Requirement

16 Semester Hours

Health Care Quality Assurance (MSHA)

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

Certificate Core Courses (16 Semester 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 535	Hospital Administration	4

Certificate Semester Hour Requirement

16 Semester Hours

Health Education (MSHS)

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

Certificate Core Courses (12 Semester Hours)

MHD 504	Health Promotion, Program Planning, Design and Evaluation	4
MHD 508	Health Behavior and Change	4
MHD 561	Health Education Program Administration	4

Certificate Elective Courses (4 Semester Hours)

Select <u>one</u> course 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
MIH 521	Health Program Evaluation	4

Certificate Semester Hour Requirement

16 Semester Hours

Health Informatics (MSHA)

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

Certificate Core Courses (16 Semester Hours)

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

Certificate Semester Hour Requirement

16 Semester Hours

Homeland Security (MSHLS)

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

Certificate Courses

HLS 501	Introduction to Homeland Security	4
HLS 502	Intelligence Analysis and Homeland Security	4
HLS 503	Homeland Crisis Management	4
HLS 504	Technology for Homeland Security	4

Certificate Semester Hour Requirement

16 Semester Hours

College of Information Systems
Business Intelligence (MSITM)

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

Certificate Courses (12 Semester Hours)

ITM 535	Business Intelligence, Data Mining, Data Warehousing, Data Analysis	4
ITM 540	Database and Knowledge-Base Management	4
ITM 547	Techniques of Data Mining and Related Analytical Procedures	4

Certificate Semester hours

12 Semester Hours

Certificate Elective Course (4 Semester Horus)

Select <u>one</u> course from the following:

ITM 530	Managing IT Systems Development in Context of Multiple Stakeholders' Expectations	4
ITM 533	IT Project, Logistics and Contract Management	4
ITM 538	Knowledge Management and Information Systems	4

Certificate Semester Hour Requirement

16 Semester Hours

Information Security/Assurance and Digital Forensics (MSITM)

Certificate Introduction

The goal of the Graduate Certificate in Information Security/Assurance and Digital Forensics 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 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.

Certificate Core Courses (12 Semester 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 Hours)

Select <u>one</u> course from the following:

ITM 535	Business Intelligence: Data Mining, Data Warehousing, and Data Analytics	4
ITM 540	Database and Knowledge-Base Management	4
ITM 550	Network Planning and Administration	4

Certificate Semester Hour Requirement

16 Semester Hours

IT Project Management (MSITM)

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

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.

Certificate Core Courses (12 Semester Hours)

ITM 530	Managing IT Systems Development in Context of Multiple Stakeholders' Expectations	4
ITM 533	IT Project, Logistics, and Contract Management	4
ITM 560	IT Management for Specialized Technologies	4

Certificate Elective Courses (4 Semester Hours)

Select one course from the following:

ITM 535	Business Intelligence: Data Mining, Data Warehousing and Data Analytics	4
NCM 512	Negotiation Strategies	4
NCM 501	Foundations of Conflict Resolution Management	4

Certificate Semester Hour Requirement

16 Semester Hours

Course Descriptions

ACC – Accounting

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 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. **Prerequisite:** *ACC 202*

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 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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

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.

ACC 525 Sustainability Accounting and Reporting

This course emphasizes global standard setting and reporting trends. Financial reports can be prepared as stand-alone documents or integrated with non-financial data, including sustainability information. Integrated reporting is growing in response to stakeholder requests for additional information that includes financial, social, and environmental variables. Specific topics covered include the accountant's role, The Global Reporting Initiative, ISO 26000, narrative and integrated reporting, transparency of standard setting, and related assurance issues.

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 – Anatomy and Physiology

ANT 100 Stress and the Human Body

Students learn anatomy and physiology relevant to the stress response and the effects of stress on organ systems of the human body. Topics include defining stress and the stress response elicited by the neuroendocrine and immune systems, the effects of stress on behavior, and the effects of stress on the cardiovascular, digestive, excretory, and reproductive systems.

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. For each system, students complete physiology laboratory simulations, write lab reports, and are assessed by practical examination of virtual dissection using a virtual anatomy and physiology lab program.

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. For each system, students also complete physiology laboratory simulations, write lab reports, and are assessed by practical examination of virtual dissection using a virtual anatomy and physiology lab program.

ART – Art

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 – Health Education

BHE 200 Essentials of Public Health

This course is designed to introduce the student to the multidisciplinary study of public health. Students will explore the concepts of biostatistics, environmental health, epidemiology, and social and behavioral health. Students become familiar with the core functions of public health, the ten essential services of public health, and common sources of data that are used in public health practice. An overview of methods of controlling and preventing infectious and chronic disease as well as social factors influencing health outcomes is provided. The role of government and health professionals in promoting the health of the population is explored.

BHE 226 Health Communication and Advocacy

This course focuses on health-related advocacy through informing and influencing policymakers. Students gain an understanding of and are able to apply the social marketing theory. In addition, skills and strategies for health communication and advocacy to enact social change at the local, state, and national level are explored.

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. **Prerequisites:** *All program core courses*

BHE 310 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. **Prerequisites:** *All program core courses*

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 multisectorial 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. *CHS 202; BHE 200; BHE 226; ENG 101*

BHE 324 Principles of Teaching

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. **Prerequisites:** *All program core courses*

BHE 402 Advanced Health Education

The 7 Areas of Responsibility for Health Educators and related competencies are used as a guide to health education program planning. The health educator's role in assessing needs, planning, implementation, evaluation, managing programs, providing resources, and being an advocate is emphasized. **Prerequisites:** *BHE 302; BHE 310*

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. **Prerequisites:** *All program core courses*

BHE 415 Community and Domestic Violence

Exploration of violence in the society with focus at the community level and on families and individuals. Various types of violence are addressed, including psychosocial etiologies and interventions. **Prerequisites:** *All program core courses*

BHE 418 Health Behavior

Focuses on the bio-psychological aspects of health and illness. This is a survey course that emphasizes contemporary health problems as related to lifestyle choices. **Prerequisites:** *CHS 202; BHE 200; BHE 226; ENG 101*

BHM – Health Care Management

BHM 320 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. **Prerequisites:** *BHM 324*

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. **Prerequisites:** *All program core courses*

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. **Prerequisites:** *All program core courses*

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. **Prerequisites:** *All program core courses*

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". **Prerequisites:** *All program core courses*

BHS – Health Science

BHS 101 Technology, Innovation, and Critical Thinking for Health and Social Sciences

Students study the interface between people and technology, while developing strategies to lead, innovate, and solve problems. Students learn critical thinking and problem-solving skills as they retrieve and critically evaluate information from digital media; organize, interpret, and apply the information to address current health and social sciences issues; and communicate within a professional context. Topics include conducting research on the Internet and within Trident's online library, organizing and analyzing data, and using word processing, spreadsheets, and presentation tools.

BHS 210 Introduction to Epidemiology

This course provides an overview of introductory epidemiology for students who do not have a strong background in health science. Theories and practices relevant to contemporary field of epidemiology are explained, as are basic measures used to study the distribution and determining factors of disease,

injuries, and death in human populations. Risk factors and modes of transmission for infectious and chronic diseases are presented from a public health perspective. **Prerequisites:** *CHS 202; BHE 226; ENG 101*

BHS 220 Introduction to Health Statistics

This course provides a foundation of statistical methods and principles necessary to guide students through more advanced quantitative study of research topics across health sciences. The principles examined are powerful in identifying patterns and deriving meaningful conclusions from information. Elementary probability theory upon which inferential statistics is based is explored, as are applying descriptive statistics to visually display data and calculating measures of central tendency and dispersion. Generating hypotheses and conducting tests to draw statistical inference about populations is discussed. **Prerequisites:** *BHE 226; ENG 101*

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. **Prerequisites:** *All program core courses*

BHS 350 Global Health and Sustainability

This course provides an overview of the health-related implications of key global challenges such as literacy, food security, land and water use, and population growth. The need for global efforts to prevent disease, disability and death; promote health and well-being; advance knowledge and innovation; counter global health security threats; and strengthen partnerships and systems to improve responsiveness to health challenges is discussed. **Prerequisites:** *BHE 226*

BHS 365 Ethics in Health Care

This course **e**xplores 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. **Prerequisites:** *BHE 226; ENG 102*

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.
Prerequisites: *All program core courses*

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. **Prerequisites:** *All program core courses*

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. **Prerequisites:** *All program core courses*

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, practices, and communication are considered within the context of both Western and non-Western medical paradigms. **Prerequisites:** *BHE 226; ENG 101*

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. **Prerequisites:** *All program core courses*

BHS 419 Risk Assessment
Environmental risk assessments are a tool to determine if contaminant releases, either current of 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. **Prerequisites:** *All program core courses*

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.
Prerequisites: *All program core courses; MAT101*

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 are covered in depth. Pest management strategies and information for developing a community –based vector control program are also presented.
Prerequisites: *BHE 314; BHS 350*

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. **Prerequisites:** *BHE 314; BHS 350*

BHS 434 Industrial Hygiene and Occupational Health

This course covers the fundamental theory, principles, and practices of industrial hygiene and occupational health and safety. The recognition, evaluation, and control of chemical, physical, and biological hazards in occupational settings are discussed. Principles of injury prevention are addressed. Laws and regulations governing the protection of the worker from occupational health hazards are presented. **Prerequisites:** *BHE 314; BHS 350*

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. **Prerequisites** *BHE 314; BHS 350*

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. **Prerequisites:** *BHE 314; BHS 350*

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. **Prerequisites:** *BHE 226; ENG 101*

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 – Biology

BIO 101 Introduction to 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.

BPH – Public Health

BPH 499 Senior Capstone in Public Health
The capstone in public health represents a culmination of prior learning and provides students an opportunity to demonstrate synthesis, integration, and application of previously acquired knowledge and skills from prior coursework. Each student submits a comprehensive, scholarly project and gives a virtual presentation with speaker notes and narration.

BUS – Business

BUS 101 Technology, Innovation, and Critical Thinking for Business, Human Resource Management, and Leadership Studies
Students study the interface between people and technology, while developing strategies to lead, innovate, and solve problems. Students learn critical thinking and problem solving skills as they retrieve and critically evaluate information from digital media; organize, interpret, and apply the information to address current topics in the fields of business, human resource management and leadership; and communicate within a professional context. Topics include conducting research on the Internet and within Trident's online library, organizing and analyzing data, and using word processing, spreadsheets, and presentation tools.

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. **Prerequisite:** *ENG 101*

BUS 280 Communications in Business

In this course you will be examining the nature of communications in business. You will start by working with emails. Then, you will develop persuasive memos. In business today, the presentation with slides has become a key form of communication. So, you will have the opportunity to prepare a PowerPoint presentation. Finally you will have the opportunity to work on your resume. You will be asked to write a resume and cover letter and to conduct an interview. At the end of the course, you will have come away from the course with and good understanding of the importance of communications in business.

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. **Prerequisite:** *ENG 102*

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. **Prerequisite:** *ECO 201; ECO 202*

BUS 500 Financial Intelligence

This course is designed for students who do not have an undergraduate degree in business administration and covers the basics of financial analysis. Students will learn to evaluate corporate income statements, balance sheets, and cash flow statements. They will learn how a firm's financial success is measured and the factors that affect business performance. *Course may be waived for students with a BSBA, or who have passed a Financial Accounting Course with a grade of B- or better.*

BUS 502 Principles of Business

Individuals who work in specialized areas of a firm, such as Human Resource Management or Accounting, may not have a broad understanding of how business operates and thus have difficulty communicating with other functions and understanding how their unit affects others. This course allows the non-MBA student to be fluent in the language of business by teaching the foundations of marketing, economics, accounting and finance. **Prerequisite**: ETH 501

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

BUS 520 Business Analytics and Decision Making

The hallmark of an MBA graduate is the ability to analyze data and to use that analysis to make better informed decisions. Executives, managers and business owners must make a myriad of decisions to determine the best option and course of action. This course provides the student with skills to analyze and present data using Excel modeling and graphing capabilities as well as how to understand and interpret this information for use in decision making. Decision modelling under assumed certainty, risk, and uncertainty will be utilized as well as learning and discussing heuristic methods and how to identify and avoid common decision biases.

BUS 530 Managerial Economics

This course provides a solid foundation of economic principles to support managerial decision-making. Topics include cost-benefit analysis, demand estimation and forecasting, decision making under risk and uncertainty, production and cost analysis, and market structure analysis.

CAP – Health and Business Administration Capstone

CAP 599 Integrative Capstone Course in Health Administration and Business Administration

This course is the capstone course of the Dual Degree in MSHA and 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) and business administration setting. Students will prepare an integrated and comprehensive final feasibility report of the project complemented with a visual presentation and executive summary.

CAR – Career Development

CAR 397 Strategic Career Preparation & Decision Making (3 Semester Hours)

This course is intended to assist students in making informed strategic career decisions, and to prepare for the transition from the University. The course is an application of current theories of career development to the life situation of the class participant. Course content includes developing self-awareness, developing occupational awareness, developing economic awareness, and utilizing integrative and strategic career decision making processes.

CAR 597A Career Planning & Development Course for Business & Information Systems Graduate Students (2 Semester Hours)

The purpose of this course is to enhance the career development capacity of graduate students and postdocs, foster the life-long career management habits, maximize their scholarly training success, and positive career outcomes. The courses will provide foundational background through experiential learning, small-group discussions, and peer mentoring. These approaches support the self-construction of individually relevant understandings of career development that is consistent with similar independence in scholarly activities. The areas of focus include self-assessments, career exploration, goal setting, professional development, career planning and management, career adaptability, and additional topics identified by students.

CAR 597B Career Planning & Development Course for Health & Human Services Graduate Students (2 Semester Hours)

The purpose of this course is to enhance the career development capacity of graduate students and postdocs, foster the life-long career management habits, maximize their scholarly training success and positive career outcomes. The courses will provide foundational background through experiential learning, small-group discussions, and peer mentoring. These approaches support the self-construction of individually relevant understandings of career development that is consistent with similar independence in scholarly activities. The areas of focus include self-assessments, career exploration, goal setting, professional development, career planning and management, career adaptability, and additional topics identified by students.

CAR 597C Career Planning & Development Course for Education Graduate Students (2 Semester Hours)

The purpose of this course is to enhance the career development capacity of graduate students and postdocs, foster the life-long career management habits, maximize their scholarly training success and positive career outcomes. The courses will provide foundational background through experiential learning, small-group discussions, and peer mentoring. These approaches support the self-construction of individually relevant understandings of career development that is consistent with similar independence in scholarly activities. The areas of focus include self-assessments, career exploration, goal setting, professional development, career planning and management, career adaptability, and additional topics identified by students.

CHEM – Chemistry

CHEM 100 Introduction to Chemistry

An introduction to the principles of chemistry with topics that include: atomic and molecular structure, bonding, and nomenclature with emphasis on living systems and biochemistry; gases, liquids, and solids; acids and bases; formulas, equations, and stoichiometry; introduction to organic chemistry and nutrition.

CHEM 100 L Introduction to Chemistry for Nursing and Allied Health Professionals with Lab

An introduction to the principles of chemistry for pre-nursing and allied health professionals with topics that include: atomic and molecular structure, bonding, and nomenclature with emphasis on living systems and biochemistry; gases, liquids, and solids; acids and bases; formulas, equations, and stoichiometry; introduction to organic chemistry and nutrition. Includes a virtual laboratory component that introduces basic laboratory techniques and illustrates chemistry principles through interactive exercises and lab reports.

CHEM 101 General Chemistry I

An introduction to the principles of chemistry with topics that include: atomic and molecular structure, bonding, and nomenclature; gases laws; solid and liquid states; changes of states; acids and bases; formulas, equations, and stoichiometry.

CHEM 101 L General Chemistry I with Lab

An introduction to the principles of chemistry with topics that include: atomic and molecular structure, bonding, and nomenclature; gases laws; solid and liquid states; changes of states; acids and bases; formulas, equations and stoichiometry. Includes a virtual laboratory component that introduces basic laboratory techniques and illustrates chemistry principles through interactive exercises and lab reports. Laboratory activities facilitate competency in elementary physical chemistry and volumetric quantitative analysis.

CHEM 102 General Chemistry II

An introduction to the principles of chemistry with topics that include: thermochemistry, thermodynamics, equilibria, kinetics, electrochemistry, oxidation-reduction, and qualitative analysis.
Prerequisite: *CHEM 101 or approval of Program Director*

CHEM 102 L General Chemistry II with Lab

An introduction to the principles of chemistry with topics that include: thermochemistry, thermodynamics, equilibria, kinetics, electrochemistry, oxidation-reduction, and qualitative analysis. Includes a virtual laboratory component that introduces basic laboratory techniques and illustrates chemistry principles through interactive exercises and lab reports. Laboratory exercises facilitate competency in elementary physical chemistry, volumetric quantitative and some qualitative analysis.
Prerequisite: *CHEM 101 L or approval of Program Director*

CHS – Health Sciences

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 – Criminal Justice Administration

CJA 205 Constitutional Law and Criminal Justice Administration

This course offers an introduction to constitutional law as it relates to criminal justice administration. Overview of key amendments and U.S. Supreme Court decisions concerned with individual civil liberties and government powers. Topics also include search and seizure, arrest and civil rights, due process, and the judicial system. **Prerequisite**: *ENG 101*

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

CJA 403 Perspectives in Criminal Justice

Select topics in criminal justice administration will be considered. Examples include management and leadership within police organizations; ethical issues within criminal justice administration, social concerns and the criminal justice administration system and policy formation and analysis within criminal justice agencies. **Prerequisite**: *MGT 301; MGT 302*

CJA 404 Criminal Procedure

This course offers an overview of the criminal procedure process and its constitutional foundation. Criminal procedure before, during, and after trial is reviewed. Topics include arrests, search and seizure, identification, rights of the accused during trial, sentencing, and post-sentencing appeals. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *CJA 301; CJA 302; CJA 401*

CMG – Contract Management

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. **Prerequisite:** *MGT 301; MGT 302*

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, economic, 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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *CMG 301*

COM – Communication

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 – Clinical Research Administration

CRA 500 Health Care Delivery Systems

This course provides an overview of U.S. health care delivery systems. Topics to be addressed include components of health care organizations, various types of health care services, accreditation standards, regulatory agencies, Accountable Care Organizations (ACOs), and payment and reimbursement systems, including but not limited to those mandated by the Affordable Care Act (ACA).

CSC – Computer Science

CSC 101 Technology, Innovation, and Critical Thinking for Computer Sciences and Information Technology Management

Students study the interface between people and technology while developing strategies to lead, innovate, and solve problems. Students learn critical thinking and problem solving skills, apply algorithms, and retrieve and critically evaluate information from digital media; organize, interpret, and apply the information to address problems related to computerized applications; and communicate

within a professional context. Topics include conducting research on the Internet and within Trident's online library, organizing and analyzing data, and using word processing, spreadsheets, and presentation tools.

CSC 111 Foundations of Computing and Program Design

This courses introduces the field of computer science. Various aspects of computing will be discussed, topics include computer hardware and software, programming concepts such as algorithms and object-oriented programming, and ethical computing in society

CSC 112 Assembly Language

This course introduces fundamentals of assembly language and techniques. Topics include machine representation of instructions and data, arithmetic operations, interrupt driven I/O, logic statements, and general assembly language commands. Low level language architecture including assemblers, linkage editors, and loaders will also be introduced.

CSC 212 Intermediate Object Oriented Programming

This course introduces object-oriented programming using Java programming language. Emphasis is placed on building Java applications with object-oriented programming principles. Students will learn to develop quality Java programs that solve real-life problems.

CSC 230 Data Structures and Algorithms

This course introduces the concept of data structures, analysis of data structures, and evaluation of algorithms. Students will be able to choose the appropriate data structures to solve the problems of designing, implementing, and debugging programs. Java is used in this course.

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. Prerequisite: *CSC113, or CSC212, or CSC230, or CSC316.*

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 introduce 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. **Prerequisite:** *CSC 316*

CSC 325 Operating Systems and Environments

This course introduces the main concepts involved in operating systems: processes and threads, CPU scheduling, operating modes, memory management and recourse allocation, virtual memory, and paging. Students will gain an understanding of modern operating systems and experience in operating system algorithms and environments. In this course, students will also install and configure Ubuntu, an operating system platform built on the foundation of Linux.

CSC 330 Computer System Architecture

This course provides an introduction to the fundamental concepts in computer architecture. Topics may include: Basic system components, Performance measurements, Instructions and their representation, Number representation, Implementation of Arithmetic operations, Processor organization, Pipelining, Memory Hierarchy.

CSC 340 Networking and Data Communications

This course provides an overview of modern data communication and networking. Topics include logistics of digital transmissions, protocols, broadband systems, mobile and cellular telephony, and next generation architectures.

CSC 414 Advanced Networking: Wireless, Hybrid Networks

This course discusses wireless, Hybrid Networks Integration of diverse technologies into a networking environment. Emphases are on wireless networks and hybrid networks which include components of wire, wireless, dialup and other networking topologies. Networking security and maintenance.

CSC 416 Information Security and Technology in Society

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.

CSC 420 Network Security

This course examines the fundamentals of network security. The topics include security concepts, techniques of network security scanning, common attacks on systems, computer security in networked systems, and vulnerability assessment tools. Techniques for defending systems will be explored in various projects. **Prerequisite:** *CSC 414*

CSC 421 Introduction to Cryptography

This course is an introduction to cryptography. Cryptography aims to design schemes and protocols to guarantee privacy, authenticity, and integrity of data during communication. Topics we will cover include: the history and overview of cryptography, basic and advanced encryption standards, basic key encryption, advanced public key encryption, cryptographic data integrity, digital signature, and user authentication. **Prerequisites:** *CSC 212, CSC 230, CSC 310, CSC 414*

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. Prerequisite: *CSC 316*

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 – Business Administration

DBA 699 Dissertation Proposal Seminar (4 Semester hours)

This seminar is the first step toward 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 the prospectus approved by their instructor. If students plan to use the prospectus to encourage academics to serve as chairs of their dissertations, students will be guided in this process. This seminar must be taken in the student's final session of coursework in the Ph.D. in Business Administration program. **Prerequisite**: *RES 620*

DBA 700 Dissertation Series (4 Semester hours)

After successful completion of DBA 699, students will enter the Dissertation Series courses phase (DBA 700–DBA 702). These are four-semester hour courses that are dedicated to students' work on the dissertation proposal. Each of the three courses has specific milestones that students are required to meet. By the end of DBA 702 students should have Chapters 1, 2, and 3 of their research proposal completed. Students who fail to meet course milestones will not be allowed to enroll in the next course until they repeat the current course and pass it. Each course can be taken no more than twice. More details (including questions and answers) appear in the Dissertation Handbook of the Glenn R. Jones College of Business. The milestones for DBA 700 are as follows: 1) Assemble a Dissertation Committee that includes a Chair and two Committee Members, and 2) complete Chapter 1 of the dissertation proposal. Students must submit a report on their progress every two weeks, and Chapter 1 must be submitted in Module 5. The grade in the course will be determined by the quality of Chapter 1. **Prerequisite:** *DBA 699*

DBA 701 Dissertation Series (4 Semester hours)

After successful completion of DBA 699, students will enter the Dissertation Series courses phase (DBA 700–DBA 702). These are four-semester hour courses that are dedicated to students' work on the dissertation proposal. Each of the three courses has specific milestones that students are required to meet. By the end of DBA 702 students should have Chapters 1, 2, and 3 of their research proposal

completed. Students who fail to meet course milestones will not be allowed to enroll in the next course until they repeat the current course and pass it. Each course can be taken no more than twice. More details (including questions and answers) appear in the Dissertation Handbook of the Glenn R. Jones College of Business. The milestone for DBA 701 is as follows: Complete Chapter 2 of the dissertation proposal. Students must submit a report on their progress every two weeks, and Chapter 2 must be submitted in Module 5. The grade in the course will be determined by the quality of Chapter 2.

DBA 702 Dissertation Series (4 Semester hours)
After successful completion of DBA 699, students will enter the Dissertation Series courses phase (DBA 700–DBA 702). These are four-semester hour courses that are dedicated to students' work on the dissertation proposal. Each of the three courses has specific milestones that students are required to meet. By the end of DBA 702 students should have Chapters 1, 2, and 3 of their research proposal completed. Students who fail to meet course milestones will not be allowed to enroll in the next course until they repeat the current course and pass it. Each course can be taken no more than twice. More details (including questions and answers) appear in the Dissertation Handbook of the Glenn R. Jones College of Business. The milestones for DBA 702 are as follows: Complete Chapter 3 of the dissertation proposal. Students must submit a report on their progress every two weeks, and Chapter 3 must be submitted in Module 5. The grade in the course will be determined by the quality of Chapter 3.

DBA 703 Dissertation Continuation (0 Semester hours)
The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestone for DBA 703 is as follows: Revise Chapters 1–3 and defend the research proposal successfully. Students must submit a report on their progress every two weeks, and the revised Chapters 1–3 must be submitted in Module 5.

DBA 704 Dissertation Continuation (0 Semester hours)
The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestones for DBA 704 are as follows: 1) Get IRB approval, 2) find an appropriate sample for the study, and 3) collect data for the study from participants. Students must submit a report on their progress every two weeks. An Excel file that includes all the data that has been collected must be submitted in Module 5.

DBA 705 Dissertation Continuation (0 Semester hours)
The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestones for DBA 705 are as follows: 1) Get IRB approval, 2) find an appropriate sample for the

study, and 3) collect data for the study from participants. Students must submit a report on their progress every two weeks. An Excel file that includes all the data that has been collected must be submitted in Module 5.

DBA 706 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestone for DBA 706 is as follows: Rewrite the Method chapter for the dissertation. The Method chapter (Chapter 3 from the proposal) needs to be revised based on 1) the changes that took place while the data was collected and 2) the addition of information that was accumulated in that process. Students must submit a report on their progress every two weeks, and the revised chapter must be submitted in Module 5.

DBA 707 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestone for DBA 707 is as follows: Write the Results chapter for the dissertation (Chapter 4). Students must submit a report on their progress every two weeks, and the Results chapter must be submitted in Module 5.

DBA 708 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestone for DBA 708 is as follows: Write the Discussion and Implications chapter (Chapter 5) for the dissertation. Students must submit a report on their progress every two weeks, and the Conclusion chapter must be submitted in Module 5.

DBA 709 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestone for DBA 709 is as follows: Write the Discussion and Implications chapter (Chapter 5) for the dissertation. Students must submit a report on their progress every two weeks, and the Conclusion chapter must be submitted in Module 5.

DBA 710 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestone for DBA 710 is as follows: Edit the complete dissertation, making sure that the writing is coherent and lacking errors from any source. Students must submit a report on their progress every two weeks, and the completed dissertation must be submitted in Module 5. During this course, and with the approval of the Committee Chair, Members and Program Director, students will be allowed to defend their dissertation.

DBA 711 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestone for DBA 711 is as follows: Defend the dissertation. Students must submit a report on their progress every two weeks, and the completed dissertation must be submitted in (or before) Module 5.

DEL – Doctoral Education Leadership

DEL 602 Leadership and 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. **Prerequisite:** *RMS 600*

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 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. **Prerequisite:** *RMS 600*

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 the evaluation research process and its importance to stakeholders and policy makers is included. **Prerequisite:** *DEL 610*

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 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:** *RMS 618*

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 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 students through the process of writing the first draft of their dissertation proposal.

DEL 700 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 "P," signifying satisfactory progress upon a showing of actual progress in the dissertation. 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. Student progress will be determined by the dissertation chair and/or the director of the Ph.D. program.

DEL 701 Dissertation Series (4 Semester hours)

A student enrolled in DEL 701 must show satisfactory progress in the dissertation study to be permitted to enroll in DEL 702. In this course, students continue to work on their prospectus and/or dissertation proposal depending on their progress made to date. Students are allowed to repeat the course only twice.

DEL 702 Dissertation Series (4 Semester hours)

As a result of satisfactory progress in DEL 701, students are permitted to enroll in DEL 702 and continue to work on their prospectus and/or dissertation proposal or dissertation, depending on their progress made to date. Students who do not pass this course will be required to repeat the course. Students may repeat DEL 702 only twice.

DEL 703 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DEL 704 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DEL 705 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DEL 706 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DEL 707 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DEL 708 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DEL 709 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DEL 710 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DEL 711 Dissertation Continuation (0 Semester hours)

As a result of their satisfactory progress in DEL 702, students will be permitted to enroll in DEL 703 and above as Dissertation Continuation courses. As long as students show satisfactory progress they will receive grades of "P" and be permitted to enroll in the subsequent Dissertation Continuation course (703, 704, etc.) until the completion and successful defense of the dissertation. Students will no longer be eligible for financial aid or VA once they reach this stage.

DHA – Health Administration

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 and 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.

DHS – Doctoral Health Sciences

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 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 Trident CHHS 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. **Prerequisite:** *RMS 618*

DHS 699 Dissertation Seminar

The purpose of this course is to guide students through the process of writing the first draft of their dissertation proposal.

DHS 700 Dissertation Series (4 Semester hours)

The Dissertation Series and Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The DHS 700–702 series courses will be four-semester hour courses and will appear in a separate section on the student's transcript dedicated to the dissertation. Credits earned toward 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. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion 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 Series (4 Semester hours)

The Dissertation Series and Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700–702 series courses will be four-semester hour courses and will appear in a separate section on the student's transcript dedicated to the dissertation. Credits earned toward 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. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion 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 702 Dissertation Series (4 Semester hours)

The Dissertation Series and Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700–702 series courses will be four-semester

hour courses and will appear in a separate section on the student's transcript dedicated to the dissertation. Credits earned toward 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. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion 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 (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 704 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 705 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 706 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 707 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 708 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 709 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 710 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 711 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation 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 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DIH – Doctoral International Health

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 – E-Commerce

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. **Prerequisite:** *ETH 501*

ECO – Economics

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.

ECOL – Ecology

ECOL 100 The Economics of Biodiversity

Students are introduced to the role of basic economic principles in understanding our natural world and managing our natural resources. Topics include the study of ecology, defining and measuring biodiversity, extinctions and endangered species, economics principles in nature, economic growth and land use, and the importance of technology and education to the sustainability of the planet.

ECOL 101 Ecology and Conservation on Military Installations

This course introduces students to the study of ecology and the practice of wildlife conservation in the United States. Students learn about habitats and species currently monitored and protected on military installations on the east and west coasts, and in the central, southeastern, and northeastern United States.

EDD – Doctor of Education

EDD 602 Leadership Theory and Practice

This course will introduce students to the study of different aspects of leadership. Students will review a variety of educational leadership case studies that focus on the traits, characteristics, models, and dimensions of leadership coupled with a critical examination of sustainable theory in education settings. The course will cover major characteristics of leadership by researching leadership theory with application to today's educational issues and apply these theories to help inform and explore their own research interests.

EDD 603 Effective Communication for Educational Leaders

This course will examine effective communication in educational settings. The effectiveness of an education leader will ultimately be defined by his or her ability to communicate with stakeholders within the organization. Theory and strategies will be explored that expand their listening, writing, and oral communication skills. Case studies will be used to provide real-world examples of exemplary communication.

EDD 605 Applied Research

This course introduces students to applied research. Students will begin conducting and applying research to a problem of practice. The course covers principles of educational research, including development of a topic, review and synthesis of scholarly literature, and practical application of research findings.

EDD 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.

EDD 607 Advanced Applied Research

This course builds on and reinforces the foundations of Applied Research. Students will be equipped with a complete and holistic understanding of applied research at methodological, theoretical, and practical levels as applied to education.

EDD 611 Strategic Planning and Finance for Educational Leaders

This course provides an overview of financial administration in public PK-12 and colleges and universities schools with a special emphasis on funding theories and strategies, governmental and private-sector programs and initiatives, resource allocation concerns, and institutional fund-raising activities.

EDD 612 Assessment and Program Evaluation

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 the evaluation research process and its importance to stakeholders and policy makers is included.

EDD 614 Research in Education Leadership

The course explores advanced research issues in various areas of the U.S. educational system. Measures of access and quality, policy implications, and the relationship between educational administration and quality of schools are examined from a theoretical as well as practical standpoint.

EDD 630 Principles of Instructional Leadership

The course examines a variety of approaches to instructional leadership in K-12 schools, with special attention to problems of curriculum development, evaluation of teaching, assessment of student learning, and the design and implementation of school improvement programs.

EDD 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.

EDD 632 Legal Aspects for Educational 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.

EDD 634 Current Issues in PK-12 Education

In this course, students will develop an awareness of significant political decisions related to law, legislation, policy, or rule that defines an ever-changing environment PK-12 environment. Students will review, analyze and evaluate legislation that has a major impact upon public schools and school leaders. In addition, students will examine pathway from political thoughts, action, and ideas to policy decisions and instructional practice resulting from implementation of new state and national standards.

EDD 635 Professional Development and Mentoring

In this course students will examine forms of professional development such as mentoring, coaching, feedback, study groups, peer observation and learning teams. Candidates will demonstrate the ability to effectively design, deliver, and evaluate professional development and mentoring in their schools.

EDD 636 Dimensions of Teacher Leadership

This course will focus on the importance of teacher leadership in classroom management, curriculum design, and pedagogical strategy. In an era of high stakes testing and increased educational accountability, it is critical that we promote leadership in teaching by teachers.

EDD 637 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.

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.

EDD 680 Dissertation Supervision I

This is the initial course in a sequence of three dissertation research courses that are part of the Ed.D. program in educational leadership. This is an applied (rather than a research-focused) doctoral program for practicing professionals in education. In this course you will develop plans for topics you will explore related to your leadership specialization.

EDD 690 Dissertation Supervision II

This is the second course in a sequence of three dissertation research courses. The candidate will demonstrate the ability to apply research skills to study a problem of practice that impacts student learning.

EDD 700 Dissertation Supervision III

This course is the last in a sequence of three dissertation supervision courses. Across these experiences students have developed, initiated, and carried out a plan of applied research relevant to their areas of specialization in educational leadership.

This course will guide students through the process of revising, editing, and organizing the three-articles they have previously written in the course of this program. EDD700 will culminate in a "three-article" professional practice dissertation.

EDM – Emergency Disaster Management

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. **Prerequisite:** *MHE 503; MHE 509; MHE 511.* For MSEDM-HLS*: HLS 501*

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 510 Dynamic Disaster Management Logistics

This course will focus on the framework of management of logistics in disasters. The course will examine the different phases of management of logistics, the actions, and the organizations involved. Emphasis is placed on the framework needed for support to federal, state, tribal, and local governments. Disasters will be explored to identify logistical management successes and failures.

EDM 599 Capstone Project

This final course in the Master of Science in Emergency and Disaster Management program 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.

EDM 511 Emergency Transportation and Transshipment Logistics

This course will focus on transportation and transshipment in emergency disaster management. Specifically, this course will provide an overview of Federal assets in the overall transportation response to an incident. This course is appropriate for first responders, members of the emergency response and management domains, and members of the general population desiring knowledge about the challenges and complexities of transportation response in natural and manmade disasters. Case studies of natural and manmade disasters and implications of emergency transportation and transshipment response issues are also covered. **Prerequisite:** *EDM 510*

EDM 512 Emergency Healthcare Logistics in Disasters

This course will examine the foundation and function of healthcare logistics in emergencies brought on by natural and manmade disasters. The student will: (a) become familiar with the various acts that form the procedural bases for action; (b) identify and note the military's medical delivery systems and accompanying personnel in the field, as well as civilian-military coordination efforts; (c) track the process of stockpiling and procuring medical supplies; (d) locate dispensing sites; and, (e) determine actions taken to address patient surges. Scenarios will be employed to determine appropriate courses of action during a simulated crisis. The role of the military and medical assistance will also be examined. **Prerequisite:** *EDM 510*

ENG – English

ENG 101 English Composition I

This course is an introduction to and foundation for Academic Reading and Writing with an emphasis on Critical Thinking, Argumentation, and Information Literacy.

ENG 102 English Composition II

This course builds upon the critical thinking, argumentation, and information literacy competencies developed in English 101. Within a framework of diverse readings, students cultivate habits of effective and ethical research, practice conventions of documentation, and use information technologies, as they refine their academic writing skills.

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 Hemingway, 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.

EOH – Environment and Occupational Health

EOH 502 Fundamentals of Environmental and Occupational Health

The course presents an overview of the fundamental concepts in environmental and occupational health sciences. Topics include the sources, pathways of exposure, and methods of control of the principal physical, chemical, and biologic factors that impact human health in ambient, indoor and occupational

environments. The course emphasizes the fundamental theory, principles and practices of industrial hygiene with topics that include the principles of recognition, evaluation and control of hazards in the workplace.

EOH 508 Environmental and Occupational Health Administration

The course involves the comprehensive analysis of environmental and occupational health program planning and administration, with an emphasis on program management and administration. The course examines elements needed to design and implement an effective safety and health program in industry. It addresses managerial techniques, including planning, communications, and organizational structure. Students prepare and present a health and safety management program that includes environmentally sustainable practices.

EOH 510 Environmental and Occupational Health Regulations and Standards

The course emphasizes the critical analysis of current literature related to environmental and occupational health programs, regulations and standard settings. The course discusses the aspects of environmental and occupational health law and the legal system in the United States which are necessary for comprehension of governmental regulation and enforcement in the field. The regulatory framework that has been established to prevent or control environmental and occupational health risks is examined. Current environmental health regulations and the efficacy of enforcement by government agencies at the local, state, and national levels are discussed.

EOH 521 Environmental and Occupational Health Problems

The course involves the critical review and analysis of peer-reviewed literature that relates to environmental and occupational topics. Special interest areas of current and emerging environmental and occupational research and practice are presented and analyzed. This includes topics of environmental sustainability. Students apply writing oral and electronic communication skills to effectively communicate environmental health risks and prevention strategies to potentially affected stakeholders in a community.

EOH 531 Environmental and Occupational Epidemiology

The course offers an overview of selected important topics in occupational and environmental epidemiology. Key health effects of environmental and occupational exposures and the epidemiologic methods used to identify and estimate those effects will be addressed. Epidemiologic methods for studying environmental and occupational determinants of disease will be presented in the context of studies of specific health outcomes such as, cancer, non-malignant respiratory diseases and adverse reproductive outcomes. The course addresses key methodological issues relevant to the identification of exposure-outcome associations in population studies, such as study design, exposure assessment, disease clusters, and susceptibility.

EOH 541 Occupational Ergonomics

This course introduces the student to basic ergonomics principles relative to the work place. Topics to be addressed include prevalence and incidence of work-related musculoskeletal disorders, job/task analysis, postural analysis, tools and workstation design, and job design. The scientific evidence in support of current regulations is examined. Practical ergonomic assessment tools are presented.

ETH – Ethics

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. **Prerequisite:** *BUS 303*

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. **Corequisite:** *ETH 501 may only be taken concurrently with MGT 501*

FIN – Finance

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. **Prerequisite:** *ACC 201; MAT 101*

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 Project. **Prerequisite:** *FIN 301*

FIN 397 Personal Finance (2 Semester Hours)

Practical methods to manage the basic concepts of personal finances effectively; covers the basics related to managing your personnel assets, credit, insurance, investments, retirement and estate planning.

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. **Prerequisite:** *FIN 301*

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. **Prerequisite:** *FIN 301*

FIN 405 Entrepreneurial Finance

This class will provide an overview of financing options and financial management techniques necessary to start and run a new business. An emphasis will be placed on such as issues as how much money needs to be raised, how to solicit investors, and financing options for entrepreneurs. Specific topics covered will include venture capital, angel investors, small business loans, and day-to-day financial management issues involved in operating a small or new enterprise. **Prerequisite:** *FIN 301*

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. **Prerequisite:** *FIN 302, FIN 401, FIN 402*

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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

FIN 503 Monetary Policy and 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. **Prerequisite:** *ETH 501*

FIN 504 Investments and 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. **Prerequisite:** *ETH 501*

FIN 509 Entrepreneurial Finance

This course provides an introduction to and assessment of 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. 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. **Prerequisite:** *ETH 501*

FIN 601 Studies in Corporate Finance

This elective 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.

GHS – Global Health Security

GHS 502 Fundamentals of Global Health

This course provides a foundation for the study of global health practice. The roles and relationships of entities influencing global health are investigated. Major global health threats and strategies for preventing and responding to these are considered. Healthcare workforce development barriers are explored as these relate to resource-limited regions of the globe. Methods for strengthening local community capacity and optimizing health program sustainability are examined.

GHS 508 Global Health Policy

This course provides an introduction to global health policy concepts and frameworks. Context-specific policy making processes are considered with respect to their impact upon health. Global disease control initiatives and the policies on which these are based are examined.

GHS 510 Global Health Security and Diplomacy

This course explores foreign policy in the context of global health security. The roles of the various stakeholders and interest groups in global health governance and diplomacy are examined. Major issues in global health in relation to foreign policy, trade, climate change, and human rights are considered.

GHS 512 Bioterrorism and Human Security

This course explores the complex issues relative to the public health preparedness and response to bioterrorism. Types, history, and use of biological weapons are examined. Psychological effects of the threat and use of biological agents are considered. Epidemiology of bioterrorism diseases is explored. The public health response to bioterrorism is considered.

GHS 521 Global Health Economics

This course considers the role of economics in global health. Health care financing and delivery systems of countries of the world are compared and contrasted. Global health metrics and indicators of global disease burden are introduced as are fundamental macroeconomic research methods of analysis. The interrelationship between socioeconomic status and health disparity is examined. The implications of "globalization" for population health are explored.

GHS 531 Global Sustainability

This course explores key global issues in sustainability. The relationship between the environment, economy, and global community is examined. Themes to be explored include global citizenship, intergenerational equity, food and water justice, climate change, and energy transition. Challenges for the developed and developing world will be considered as will the role of technology in alleviating these.

HIS – History

HIS 101 Modern World History: 1800 to Present

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 201 American History I: Before 1877

This course is an exploration of United States history from the pre-conquest of the New World through the end of Reconstruction. Other topics include the industrial revolution, migration to the West, and the causes and consequences of the Civil War.

HIS 202 American History II: 1877 and Beyond

This course is an exploration of United States history from the end of Reconstruction to modern times. Other topics include America's relationship with the world, the FDR era, the resurgence of the Republican Party, and the Cold War. The course also includes a discussion of America's changing demographics.

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 socio-technical 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.

HLS – Homeland Security

HLS 101 Gateway to Homeland Security

This course will serve BSHLS students as a general preparatory course and as an introduction to the field of homeland security by means of taking basic online self-paced "Independent Study" courses, offered by the Emergency Management Institute (EMI). The EMI courses' topics support the mission areas identified by the National Preparedness Goal, namely, Incident Management, Operational Planning, Disaster Logistics, Integrated Preparedness, etc.

HLS 210 Fundamentals and Ethics of Homeland Security

This course will cover: (a) protection of national and international transportation systems (air, land, and sea), (b) critical infrastructure protection roles of states, cities, and municipalities, (c) functions, responsibilities, and ethics involved in the legislative and regulatory framework governing various agencies of the Department of Homeland Security, (d) various elements and roles of the U.S. intelligence community, and (e) response and recovery after attacks have taken place.

HLS 320 Homeland Security and Interagency Planning

This course examines how governmental agencies (at the federal, state, and local levels) and non-governmental organizations (NGOs) coordinate with the Department of Homeland Security (DHS) to prevent and respond to natural or man-made disasters and to help in recovery efforts in the states and/or U.S. territories. Students will gain a general understanding of legislative policies such as the National Response Framework (NRF) and National Incident Management System (NIMS); as well as current events and emerging threats affecting the homeland.

HLS 430 Preventing Homeland Infiltration: Air, Ground, and Maritime

In this course, students will explore national strategies that combat terrorist travel and establish maritime and aviation security, guiding efforts to create an effective layered protection system that prevents terrorists, their weapons, and related materials from entering the United States through exploitation of legitimate pathways. Students will improve their awareness and understanding of how adversaries are likely to operate in the United States. Prerequisite: *HLS 210; HLS 320.*

HLS 440 Potential Threats to Homeland Security

This course introduces the student to "unconventional attacks" and critical challenges facing homeland security. Students will study threats from an "all hazards" approach and from the perspective of which hazards might be expected to occur. Biological weapons, nuclear weapons, cyber-attacks, climate and environmental changes, and transnational crime have been identified as the threats that must be addressed by the 22 departments and agencies working in concert to prevent, protect from, respond to, and recover from an adversarial act against the United States. Prerequisite: *HLS 210; HLS 320; HLS 430.*

HLS 450 Catastrophic Events and Responses

The National Response Framework (NRF) describes a catastrophic incident as "any natural or manmade incident, including terrorism that results in extraordinary levels of mass casualties, damage, or disruption severely affecting the population, infrastructure, environment, economy, national morale, and/or government functions". Students will study the "Whole Community" framework and learn how the Federal Emergency Management Agency (FEMA) and other non-governmental entities play, to ensure the successful preparation for, protection against, response to, recovery from, and mitigation of all hazards. Further topics include the roles and responsibilities of the federal government and its partners, focusing on national and regional planning efforts against chemical, biological, radiological, nuclear, and explosive (CBRNE) catastrophes. Prerequisite: *HLS 210; HLS 320; HLS 430.*

HLS 460 Intelligence and Law Enforcement

Intelligence gathering and law enforcement elements play a critical role as first responders. This course will analyze the fundamentals of how information is collected from all unclassified sources such as public media, digital electronic systems, individuals, and satellites, and how such information is analyzed into intelligence or counterintelligence data and proactively shared by the various   intelligence agencies domestic and foreign, in order to respond to natural or man-made catastrophic emergencies/disasters in the United States. The course will provide disaster management crises scenarios and simulation exercises to demonstrate law enforcement jurisdiction and actions at the federal, state, and local levels. Prerequisite: *HLS 210; HLS 320; HLS 430.*

HLS 470 Cyber and Physical Security Vulnerabilities and Methodologies

Cyber technology, such as Internet browsing and various electronic transmitting and receiving devices, has revolutionized and transformed the world and the ability to communicate rapidly with virtually anyone on Earth; however, unwelcome infiltration by malefactors using various techniques and tools such as phishing, spam, and viruses to pilfer proprietary information and data has created a viable threat transcending borders. . This course will examine the implementation of cyber technology usage and physical security vulnerability in the United States. The student at the introductory level will learn how

to analyze risk, understand biometrics, safeguard information, protect property and equipment, and conduct risk management mitigation exercises. Prerequisite: *HLS 210; HLS 320; HLS 430.*

HLS 480 Homeland Recovery and Continuity of Operations
Major disasters and catastrophic events often impact homeland security on the human, infrastructure, and environmental levels. This course focuses on the concepts of recovery and continuity (ensuring restoration and maintenance of vital services) related to this impact. Roles and capabilities of civilian (non-governmental) and government agencies and related ethical issues are also essential elements of the course. Understanding these issues and how agencies interact will provide the student with a comprehensive view of recovery and continuity following major disasters or similar events that directly affect homeland security. Prerequisite: *HLS 210; HLS 320; HLS 430.*

HLS 499 Homeland Security Capstone Course
This Capstone Course represents the culmination and integration of the BSHLS program of study, beginning with prevention, continuing with protection and response, and ending with recovery from homeland security catastrophic events. This independent study will demonstrate student ability to integrate all coursework, knowledge, and skills to produce a scholarly paper and PowerPoint Presentation based on a realistic homeland security scenario at the local level.

HLS 501 Introduction to Homeland Security
The foundational course surveys: National Response Framework (NRF); National Incident Management System (NIMS); a general overview of HLS; and, new legislative and current events affecting our security.

HLS 502 Intelligence Analysis and Homeland Security
This course covers the role and function of the U.S. intelligence community in homeland security and homeland defense matters. Subject areas include border security, human and narcotics trafficking, counterintelligence and collection analysis, proactive monitoring and relationship with law enforcement agencies. Federal initiative and the Intelligence Reform and Terrorism Prevention Act of 2004 will be examined. Simulation exercises will challenge students in effective decision-making within an ethical and legal context.

HLS 503 Homeland Crisis Management
This course covers the essential framework for effective crisis management at the domestic level. Different theories and management models will be covered and examined in relation to homeland crises threats. Seamless interrelationships of local, state and the federal level management sectors are important in a homeland natural disaster or terrorist act. "Manager under Fire" Scenarios will be used to give the student an opportunity to differentiate among different models, and to apply the most effective style. **Prerequisite:** *HLS 501; HLS 502; MHE 509*

HLS 504 Technology for Homeland Security
Recent technological advances in inspection, monitoring, and detection devices are important components of safeguarding our homeland. The student will be exploring: Drone technology and its usage; chemical, biological, radiological, nuclear, and explosive (CBRNE) detection devices; and other technological necessities for keeping our nation safe from internal and external threats.

HLS 599 Capstone Course

Students will integrate and synthesize knowledge gleaned from MSHLS courses. Courses, for example, in critical infrastructure protection, intelligence analysis, homeland crisis management, and security technology will serve as the base for a comprehensive and integrative project reflecting understanding of key concepts and principles in homeland security. Learner can choose to complete an analysis of a homeland security organization, improve upon a homeland emergency disaster plan, or contribute new knowledge in the HLS field.

HRM – Human Resources Management

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 and 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. **Prerequisite:** *ETH 501; MGT 501; MGT 509; MGT 511; MGT 516*

HRM 522 Employment and 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. **Prerequisite:** *ETH 501; MGT 501; MGT 509; MGT 511; MGT 516*

HRM 599 Integrative Capstone

This final course in the Master 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. **Prerequisite:** *HRM 590*

ITM – Information Technology Management

ITM 101 Technology, Innovation, and Critical Thinking for Computer Sciences and Information Technology Management

Students study the interface between people and technology while developing strategies to lead, innovate, and solve problems. Students learn critical thinking and problem solving skills, apply algorithms, and retrieve and critically evaluate information from digital media; organize, interpret, and apply the information to address problems related to computerized applications; and communicate within a professional context. Topics include conducting research on the Internet and within Trident's online library, organizing and analyzing data, and using word processing, spreadsheets, and presentation tools.

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 Organizations

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. **Prerequisite:** *ENG 101*

ITM 306 Foundations of Management 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. **Prerequisite:** *ITM 206 or ITM 301*

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 Systems Acquisition, Systems Development, and Project Management

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**.** Prerequisite: *ITM 206*

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. **Prerequisite:** *CSC 316*

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 433 Human Computer Interaction

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 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. **Prerequisite:** *ITM 431*

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. **Prerequisite:** *ITM 431*

ITM 439 Ethical Hacking

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

ITM 441 Network Technology and Network 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. **Prerequisite:** *ITM 433*

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. **Prerequisite:** *CSC 424 or ITM 426*

ITM 453 IT Project Management Integration

This course focuses on the integration and application of underlying project management concepts, techniques, and strategies to plan, organize, secure and manage information technology projects. **Prerequisite:** *ITM423; PRM301*

ITM 490 Capstone in Information Technology Management

The purpose of the capstone is to demonstrate the students' ability to synthesize and assess their undergraduate learning outcomes through a series of cases study analyses. Students will also design and develop a comprehensive session long project under the direction of their professor. This course must be taken as the final course in the degree program or concentration.

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

This course presents an overview of the knowledge and skills required of the IT professional who manages or fulfills a consultancy role in the IT field. The emphasis is on IT management practice through conceptual, strategic, and operational frameworks. Specific topics include socio-technical systems, value chain models, IT infrastructure and governance, 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 wellbeing 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.

ITM 530 Managing IT Systems Development in Context of Multiple Stakeholders' 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-0xley). 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, and 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 546 Advanced Systems Analysis and Design

This course provides the student with methodology concepts, techniques, and tools for systems analysis and design modeling. The materials build upon the comparison of analysis and design techniques to identify business problems and system solutions. Structured and object oriented methods are introduced for the decomposition of complex systems.

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 and 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.

ITM 560 IT Management for Specialized Technologies

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 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)

The capstone course is designed to further demonstrate the student's abilities to apply and synthesize the knowledge obtained in the MSITM program. Students will have the opportunity to address organizational challenges through case based analysis while cultivating a broad foundation to evaluate problems and solutions in their professional fields.

ITM 603 Foundations of Information Systems Research

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. **Prerequisite:** *ITM 603*

LIB – Library Science

LIB 597 Online Research Course for Graduate Students and Researchers (1 Semester Hour)

This course is open to graduate students and researchers in all departments and disciplines. Topics covered in this course include developing advanced-level database searching skills for conducting comprehensive literature reviews, managing citations and creating bibliographies, copyright basics, and the "open access" movement in academia.

LEAD – Leadership

LEAD 600 Introduction to Research in Leadership

This course introduces students to theoretical, philosophical, and conceptual foundations of leadership research. Emphasis will be given to the discussion of leadership styles and approaches of leadership related to the organizational behavior science.

LEAD 601 Leadership Theory and Research

This advanced course introduces students to a variety of leadership theories and to the utilization of research to support these theories. Students will be asked to demonstrate critical thinking as they discuss various theoretical and methodological aspects. **Prerequisite:** *LEAD 600*

LED – Leadership

LED 401 Leadership Research Methods

This course aims to introduce students to a scientific approach to the study of leadership. Students acquire introductory skills in qualitative research and are able to critically evaluate qualitative studies in the literature. **Prerequisite**: *MGT 301; MGT 302*

LED 402 Leadership Training and Development

This course provides an overview of the role of leadership training and development within an organization. Topics include how organizations train and develop their leaders, performance management as an evaluative and developmental tool, and the strategic development of leadership. **Prerequisite:** *MGT 301; MGT 302*

LED 514 Mentoring and Developing Employees

Research shows that coaching is the most underutilized of the management styles required to be a successful leader. In this course, students will develop their coaching capacity as leader s who mentor

and develop employees. Topics include the theoretical basis for coaching, ethics in coaching, using external coaches, listening and feedback, and the mentor-mentee relationship. **Prerequisite:** *ETH 501*

LED 520 Cross-Cultural Communication and Leadership

This course will review the major concepts, theories, and models that contribute to effective communication and leadership across cultural differences. Topics include cultural intelligence, time and space orientation, cultural dimensions and social styles, and global leadership. Emphasis is placed on building the capacity to leverage cultural diversity as a resource for learning and effectiveness in a variety of organizational settings. **Prerequisite:** *ETH 501*

LED 560 Leadership and Strategy

A key responsibility of the leadership within any organization is that of driving the grand strategy or strategies that the organization should follow. Joining leadership theory with strategic planning theory, this course is focused on the process by which leaders establish the long-term strategic direction of the organization. **Prerequisite:** *ETH 501; MGT 506*

LED 599 MSL Integrative Project

This capstone course for the MSL program integrates the essential learning from the degree including leading individuals and teams, coaching and mentoring, leading organizational change, cross-cultural communication, ethics, and leading organizational strategy. Students will complete a thesis-style research paper as a culminating experience for the MSL program. **Prerequisite:** *All core courses*

LOG – Logistics

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

LOG 490 Capstone Course 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. **Prerequisite:** *LOG 301; LOG 302; LOG 401*

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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

MAE – Education

MAE 500 Current Issues in Technology and Learning

The intent for this course is to provide students with knowledge and background so they can effectively discuss current topics related to technology-based learning. This course enables students to examine how best to engage learners through the use of technology. This course also reviews creating technology-based learning activities, and students will participate in a session long project that culminates in the development of a technology-based learning compendium. This compendium will consist of a series of web-based resources and scholarly readings addressing various aspects of Technology-based Learning. The course content concludes with a look at the future of technology-based learning.

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.

This course is intended for individuals interested in education and the professions of teaching and administration in preK-12 schools and higher education (including colleges and universities).

MAE 503 Instructional Design Models

This course reviews the concept of "instructional design" and introduces a variety of models that instructional designers may use to develop classroom-based and online learning. These models include the ADDIE, ARCS and ELM models, as well as, the systematic approaches used by Dick and Carey, and Gerlach and Ely. Attention is given to understanding the process of learning, and its relationship to developing instructional plans. Various technologies which support instruction will also be reviewed. The success of students in this course depends on their ability to research and synthesize current literature on instructional design, and apply what they have learned to develop and implement an instructional plan tailored to their professional interest.

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 510 - Information Systems in Education

This course explores the components of a quality information system, as well as, key education information systems in world communities at the national, state/province, and district levels. E-learning services are also explored, as support provided to schools and school districts, military and corporate training facilities, and the community. Impacts of information systems on education and training policies and instruction are investigated.

This course is intended for individuals interested in learning about education information systems from an organizational perspective.

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 investigated, 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 514 - Infusing Technology into the Classroom

This course focuses on the various ways in which practicing teachers and trainers can incorporate technology into the 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 or training program. **This course is intended for individuals interested in using technology to deliver education and training in the classroom and/or online.**

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 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. The concept of andragogy will be explored. Additional 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. This course is intended for individuals interested in training and staff development in military, corporate, nonprofit, and government organizations.

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 is designed for students who wish to understand and apply the concepts of curriculum development to online training for adults. Both conceptual and technical aspects will be addressed. Design and development topics covered include conducting a needs analysis, instructional design, interface design, development and evaluation. Practical applications 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 investigates concepts and principles within the field of training and development. Topics to be covered include assessing the state of the training profession, quality management in training and development, and designing effective training programs. Program evaluation is examined in this course as well. Implications for training and development, applied within multiple contexts in the workplace, will be examined throughout the course.

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 539 Special Topics in Adult Education and Training

This course provides advanced study in special topics and explores different content areas tailored to the student of adult education and training. Students analyze various criteria for enhancing adult training programs that are responsive to the challenges in our world system. Through the case studies with in-depth critiques of selected situations, students develop insight into the range of methods and strategies employed to sustain programs applicable to educational and training in business, industry, and other related educational environments. You will examine and explore special topics through the session long project. Students will develop an internship degree program using strategic planning for effective delivery of training/education in large change-promoting systems.

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 561 Safety Education Management

This course will introduce safety personnel to the concepts of educational leadership and training management. The focus of the course will be on the development of processes, policies, and procedures required for a safety management-training program.

MAE 563 Safety and Occupational Health Education and Training

This course is designed to provide an overview of current education and training strategies that safety managers can leverage in their safety-training program. This course will also focus on developing training programs that serve Safety and Occupational Health professionals to ensure safety management.

MAE 565 Accident Investigation and Analysis Training Strategies

This course provides students the opportunity to develop the necessary knowledge, skills, and techniques to effectively instruct the principles of accident investigation and analysis with a focus on accident prevention. Topics to be examined in this course include foundational concepts and current trends in accident investigation, findings and analysis, and educational strategies to enhance effective accident investigation execution. Implications of accident investigations from both a theoretical and practical aspect will also be explored.

MAE 570 Psychological Foundations of Sports and Learning

This course examines the fields of positive psychology and sport psychology, as well education and learning, spanning from classical paradigms to current pedagogical theory and research. Through the use of psychological theory, emphasis is placed on understanding the positive, adaptive, and emotionally fulfilling aspects of behavior, learning, and the relationship to sport.

MAE 571 Sport Finance and Marketing

This course examines the concepts and principles of finance and marketing as they apply to sports organizations and functions. Additional topics to be examined include budgeting, sponsorships, and fundraising for sports programs.

MAE 573 Theories and Methods of Coaching Sports

This course focuses on the components of successful coaching with an emphasis on positive coaching. Coaching philosophies, strategies, and planning and organizing quality practices will be reviewed in addition to examining the various roles of the sport coach.

MAE 575 Developmental Sport Performance: Developing Today's Athlete

This course examines the principles of speed development, strength training, and nutrition as they relate to sport performance. Students will develop a practical understanding of the influence these principles have on developing today's athlete.

MAE 577 Issues in Sport Performance

This course examines contemporary issues associated with sport performance and the impacts such issues have on sport leaders, coaches, and athletes. Topics include performance enhancing drugs (PEDs), drug/alcohol abuse, over training, and stress and burnout.

MAE 580 Master of Arts in Education Integrative Seminar Capstone

The Capstone for the Master of Arts in Education culminates in the student's development of a portfolio incorporating the student's independent written work related to intended program learning outcomes. The portfolio demonstrates synthesis, integration and application of knowledge acquisition the student has gleaned from core and elective courses within the defined Master of Arts program of study. The Capstone portfolio requirement is common to all program concentrations of study within the Master of Arts in Education. The Capstone provides evidence of students' acquisition and understanding of applying learning theories in real contexts within diverse educational forums.

MAE 584 Capstone Integrative Seminar in Adult Education and Training

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 585 Capstone Integrative Seminar in Curriculum and Instruction

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 589 Capstone Integrative Seminar in Aviation Education

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 595 Capstone Integrative Seminar in Educational Leadership and Administration

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 597 Capstone Integrative Seminar in Early Childhood Education

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAT – Mathematics

MAT 101 College Mathematics

The course introduces students to college algebra concepts and skills. Specific topics include identifying variables, simplifying expressions, solving, writing, and graphing linear equations, functions, and inequalities, solving and graphing systems of equations and inequalities, applying rules for exponents, applying operations with polynomials, FOIL, and scientific notation. This is an introductory course designed for students who may have limited algebra experience or want to review algebra concepts.

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 explores advanced algebra concepts and skills. Specific topics include factor and solve polynomials, FOIL, factor special products, solve and graph quadratic equations using a variety of methods, relations and functions, composite functions, and operations with rational expressions and equations. This course is designed for students who have algebra experience and want to explore the subject in greater depth. Prerequisite: MAT101, equivalent, or placement test

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.

MGT – Management

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. **Prerequisite:** *ENG 101*

MGT 302 Organizational 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. **Prerequisite:** *ENG 101*

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. 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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 301; MGT 302*

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. **Prerequisite:** *MGT 407*

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. **Prerequisite:** *MGT 407*

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*

MGT 422 Decision Making for Leaders

This course will introduce you to the theory and practice of decision making in a leadership context. Specific topics covered will include the major types of decisions, rational and intuitive decision-making, decision-making biases, and group decision-making techniques. An emphasis will be placed on applying textbook theories to real world leadership situations

MGT 423 Organizational Development and Change

This course will introduce students to the theory and practice of how organizational leaders can implement interventions that lead to lasting organizational change and improve organizational performance. Specific topics will include diagnosis and evaluation of organizational processes,

resistance to change, organizational culture, and implementation of organizational interventions. **Prerequisites***: All program core requirements and concentration required courses.*

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. **Prerequisite:** *MGT 411; MGT 412*

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 Organizational 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. **Prerequisite:** *ETH 501; these courses may be taken concurrently*

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. **Prerequisite:** *ETH 501*

MGT 506 Strategic Leadership

This course introduces the field of leadership through 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 the 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*

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*

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 and selection, compensation, training and 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. **Prerequisite:** *ETH 501; MGT 501*

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. **Prerequisite:** *ETH 501; MGT 501; MGT 509*

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. **Prerequisite:** *ETH 501*

MGT 516 Legal Implications in Human Resources Management

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. **Prerequisite:** *ETH 501; MGT 501; MGT 509; MGT 511*

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. **Prerequisite:** *ETH 501*

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 – Health Administration

MHA 506 Health Care Systems Organization

This course will acquaint the students with 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 – Health Education

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 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 and 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 and 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 and 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.

MHE – Health Emergency and Disaster Management

MHE 503 Survey of Emergency and Disaster Management

Examine the multi-faceted issues of developing, planning, organizing, and managing disaster programs nationally and 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 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 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. **Prerequisite:** *MHE 503; MHE 509*

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 514 Psychosocial Aspects of Emergency and Disaster

This course examines psychological and social issues of disasters and emergencies. The course will focus on emergency preparedness, the survivors of a disaster, post-traumatic stress disorder, and 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 – Health Informatics

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. **Prerequisite:** *MHI 500*

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. **Prerequisite:** *MHI 500*

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. **Prerequisite:** *MHI 500*

MHM – Healthcare Management

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. **Prerequisite:** *MHA 506; MHA 507*

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 507 Quality Assurance in Hospitals / Healthcare Organizations

This course will focus on Joint Commission 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. **Prerequisite:** *MHM 505*

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. **Prerequisite:** *MHM 505*

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. **Prerequisite:** *MHA 506; MHA 507*

MHM 522 Legal Aspects of Health Administration

The purpose of this course is to introduce the legal issues likely to be of importance to students that are pursuing careers in health administration and management. The course will focus on the legal rights and obligations of patients and providers in the individual health care delivery system covering a wide range of legal and regulatory issues, including mandatory reporting requirements, institutional liability, risk management, managed care, and antitrust laws. Students are introduced to basic legal principles and policymaking and regulatory environments affecting how legal rules and doctrine are formulated and how health care institutions are operated. This course is designed to provide students with the practical knowledge to identify legal issues and to understand the legal ramifications of strategic decisions.

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 not-for-profit, marketing forces in managing hospitals, patient satisfaction, the Affordable Care Act and its impact on hospitals, and Certification and Licensure. The culmination of the course will be a Session Long Project, demonstrating the understanding and ability to critically discuss the issues pertaining to hospital administration.

MHS – Health Sciences

MHS 502 Cultural Diversity in Health Sciences

This course is designed to provide the learner with a strong foundation for recognizing the role of culture in health science practice, policy, and education. Students examine barriers to communication, the importance of considering culture in all interactions, internal and external models of cultural competence, context for approaching cultural competency.

Student will utilize learned information to prepare methods to effectively recognize, interpret, and interact with individuals from various cultural backgrounds.

MHS 504 Scholarly Writing in the Health Sciences

This course orients students to the scholarly writing style. Instruction will be provided in the genres and mechanics of academic writing at the graduate level. Specific elements to be emphasized are the abstract, the critique, and the literature review. Through readings, discussions, and peer review, students will develop writing skills critical to their academic success.

MHS 506 Biostatistics

This course provides an introduction to statistical methods used in the health sciences. Principles of statistical reasoning and theory will be introduced and applied. Topics to be addressed include but are not limited to descriptive statistics, graphical displays of data, probability, confidence intervals and odds ratios, tests for mean differences, chi-square tests for independence of means, analysis of variance, and regression analysis. **Prerequisite:** *BHS 220 or equivalent; RES 500*

MHS 599 MSHS Integrative Project

This is a culminating course for the required program and concentration courses completed toward the MSHS degree. In this course, the student will develop and present either a scholarly research paper or a competitive grant proposal using knowledge and skills acquired from their core coursework.

MIC – Microbiology

MIC 100 Microbiology

This course covers in-depth the morphology, structure, and 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, and 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 – International Health

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 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 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.

MKT – Marketing

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. **Prerequisite:** *ENG 101*

MKT 410 International Marketing

This course will introduce students to global issues involved in marketing with an overview of the many political, legal, and cultural issues involved in a global marketing strategy. Specific topics covered in this class include cross-cultural advertising and promotion, global distribution strategies,

foreign market selection and entry, and international standardization/adaptation of products in a global market. **Prerequisite:** *MKT 301*

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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

MKT 510 Marketing Services

This course 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. **Prerequisite:** *ETH 501*

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 – Public Health

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.

NCM – Conflict Resolution Management

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.

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. **Prerequisite:** *NCM 501*

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. **Prerequisite:** *NCM 501*

OPM – Operations Management

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. **Prerequisite:** *MAT 201*

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. **Prerequisite:** *ETH 501*

ORG – Organizational Studies

ORG 601 Organizational Studies I
Theory is central to doctoral research in business administration, and distinguishes it from research conducted at the master's 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 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*

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 – Philosophy

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.

PED – Physical Education

PED 197A Introduction to Weight Training (1 Semester Hour)

This is an introduction to techniques, principles, and benefits of weight training. Included are the proper techniques, various exercises, and safety measures involved in this type of physical activity. The principles of effective physical development, basic nutrition and goal setting will also be presented in this course.

PED 197B Yoga (1 Semester Hour)

This course involves comprehensive instruction in the three basic aspects of classical Yoga: exercise, correct breathing, and relaxation/meditation. Yoga theory, scheduling, stress management, and nutrition are discussed in relation to individual goals.

POL – Political Science

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.

POL 202 American Government

The course focuses on the structure and functioning of the American political system. The roots of the U.S. Constitution are explored, and other topics include the Articles of Confederation and the ratification debate. The decision-making process of the three separate branches of government and their roles are examined. The course concludes with a discussion of political parties and interest groups.

PRM – Project Management

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. **Prerequisite:** *MGT 302*

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. **Prerequisite:** *PRM 301; ACC 310; CMG 302.*

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. **Prerequisite:** *ETH 501*

PSY – Psychology

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.

RES – Research Methods

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 and 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. **Prerequisite:** *RES 600*

RES 603 Advanced Data Management and Analysis

This course 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) **Prerequisite:** *RES 601*

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. **Prerequisite:** *RES 603*

RES 699 Directed Study in Research Methods

Directed Study in Research Methods

RMS – Research Methods

RMS 600 Research Methods

This course will introduce students to the basic concepts and skills necessary to read, write, and ultimately conduct scholarly research in Education and health sciences. Foundational concepts such as the research problem, study design, and data collection are addressed.

RMS 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 their respective discipline, and have sufficient knowledge and vocabulary necessary to develop the principles and techniques. Emphasis will be placed on mastering the content related to research questions, methods and statistical approaches used by doctoral level researchers and developing specific research skills including Descriptive statistics and Bi-variate hypothesis testing, namely, t-test, ANOVA, and Chi square. The students will utilize throughout the course a realistic application of the statistical techniques with the Statistical Package for the Social Sciences (SPSS) software. **Prerequisite**: *RMS 600*

RMS 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. **Prerequisite:** *RMS 600.*

RMS 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 (RMS608), the focus of this course is on inferential statistical procedures – with an emphasis on multivariate analysis, including multiple regression analysis, logistic regression, MONOVA/Repeated measure and factor analysis 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. 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 and Health Sciences. **Prerequisite**: *RMS 608*

SAF – Safety

SAF 301 Life Safety and 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 and 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.

SOC – Sociology

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 – Statistics

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 – Speech and Verbal Communication

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 – Trident University Experience

TUX 101 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 and 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.

TUX 301 Trident University Experience for Students in Transition

The purpose of this course is to assist transfer students in making a smooth transition to Trident University International. Various subject areas will be covered to help students take full advantage of Trident's information technology and academic resources. Students will complete self-assessments and

engage in academic planning, learn about leadership and the importance of understanding diverse perspectives, enhance critical thinking skills, improve research and information literacy skills, and engage in advanced career exploration.

Teach-Out – Programs, Certificates, and Courses

Teach-Out Programs and Certificates

All programs and certificates in the tables listed below continue to be offered by Trident in compliance with all accrediting and regulatory entities. These programs and certificates are not offered to new students. All students admitted to a program or certificate prior to the program or certificate being placed on teach-out will be able to complete the program they were admitted.

Glenn R. Jones College of Business

Degree Programs	Concentrations
Bachelor of Science In Business Administration (BSBA)	• Governmental Accounting • Management Accounting • Marketing • Hospitality Management • Total Quality Management
Master of Business Administration (MBA)	• Business Research • Criminal Justice Administration • Government Accounting • Public Management • Quality Management
Master of Science in Health Sciences (MSHS)/Master of Business Administation(MBA)	

College of Education

Degree Programs	Concentrations
Master of Arts in Education (MAED)	• Adult Education • Children's Literacy Development • E-Learning • Higher Education • Teaching and Instruction • Training and Development

College of Health Sciences

Degree Programs	Concentrations
Bachelor of Science in Health Sciences (BSHS)	• Environmental Health Science • Expert Legal Nurse Consultant • Health Educator • Health Educator – Certificate in Family Health • Health Educator – Certificate in Nutrition • Health Educator – Chemical Dependency • Health Educator – Family Health • Health Educator – Nutrition • Health Educator – School Health • PDC Physician Assistant • PDC Radiology Technician • PDC Laboratory Technician • PDC Respiratory Therapy • Public Health – Certificate in Emergency and Disaster Management
Degree Programs	**Concentrations**
Master of Science In Emergency and Disaster Management (MSEDM)	• Homeland Security
Master of Science in Health Sciences (MSHS)	• Clinical Research Administration • Dual Degree – Health Care Management / MBA • Emergency and Disaster Management • Health Care Management • Health Care Management – Health Informatics • International Health
Master of Science in Health Sciences (MSHS)/Master of Business Administation(MBA)	
Doctor of Philosophy in Health Sciences (Ph.D. HS)	• International Health, Educator/Researcher • International Health, Practitioner/Researcher

College of Information Systems

Degree Programs	Concentrations
Bachelor of Science in Computer Science (BSCS)	• Database • Network Administration • Web Programming • Web Services
Master of Science in Information Technology Management (MSITM)	• IT Business Intelligence

Certificate & Other Programs

Graduate Certificates	• Six Sigma Black Belt (MBA)

Teach-Out Courses

All courses listed below continue to be offered to current students in compliance with all accrediting and regulatory entities. These courses will not be offered to new students. If a retired course is still required to complete a current student's degree, either a pre-approved substitution will replace that course on the student's degree plan or Trident will work with the student to determine an appropriate substitution.

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 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. **Prerequisite:** *ETH 501*

BUS 510 Introduction to Academic Research

This course introduces the student to the practice of academic research and the differences between master's-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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

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

CSC 113 Introduction to Object Oriented Programming

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 and 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. **Prerequisite:** *MAT 106*

CSC 320 Web Engineering and Programming I

This course discusses the latest technologies that can enhance user web browsing experiences and make applications more robust and dynamic. It 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). Students will gain exposure and experience with these technologies via hand-on programming and development.

CSC 405 Web Engineering and 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. **Prerequisite:** *CSC 320*

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 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*

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. **Prerequisite:** *CSC 414*

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. **Prerequisite:** *CSC 422*

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.

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.

HRM 590 Analytics, Metrics and 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. **Prerequisite:** *ETH 501; MGT 501; MGT 509; MGT 511; MGT 516; HRM 520; HRM 522*

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 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. **Prerequisite:** *MAT 101*

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 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 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 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 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.

MAE 586 Capstone Integrative Seminar in Safety Management Training

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 587 Capstone Integrative Seminar in Sports Performance and Leadership

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self-reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from

core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

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. **Prerequisite:** *MGT 401; MGT 403; MGT 402*

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. **Prerequisite:** *MGT 401; MGT 420; MGT 422*

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.

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.

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 511 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 ageing, 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.
Prerequisite: *MHM 505*

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. **Prerequisite:** *ETH 501*

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. **Prerequisite:** *ETH 501*

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.
Prerequisite: *ETH 501*

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. **Prerequisite:** *ETH 501*