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

This addendum is effective beginning the Winter 2016 and January 2016 Fastrac sessions modifies and/or updates the 2015-2016 University Catalog – Academic Programs and the 2015-2016 University Catalog – Policy Handbook.
Academic Programs

Effective the Winter 2016 and January 2016 Fastrac, the following sections of the Academic Programs 2015-2016 Trident University Catalog have been amended/added:

Update all references to the College of Health Sciences to the College of Health and Human Services

Page 1: University College
Add the following above University General Education:

University College
The primary goal of University College is to provide a high-quality general education program. The General Education curriculum prepares students for a fulfilling life as critical thinker and provides them with the communication skills to meet the work requirements of today’s society. The secondary function of University College involves university extension. University College collaborates with Outreach & Partnerships to develop learning and training opportunities for our corporate/military partners.

Page 42: Master of Business Administration – General Management Concentration
Update the program to the following:

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 500</td>
<td>Financial Intelligence</td>
<td>4</td>
</tr>
<tr>
<td>ACC 501</td>
<td>Accounting for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>BUS 520</td>
<td>Business Analytics and Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>BUS 530</td>
<td>Managerial Economics</td>
<td>4</td>
</tr>
<tr>
<td>ETH 501</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 501</td>
<td>Strategic Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>MGT 501</td>
<td>Management and Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td><em>MGT 599</em></td>
<td>Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>MKT 501</td>
<td>Strategic Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

- 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 503</td>
<td>Organizational Change and Transformation</td>
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<tr>
<td>LED 520</td>
<td>Cross-Cultural Communication and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGT 506</td>
<td>Strategic Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGT 509</td>
<td>Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>OPM 500</td>
<td>Operations Management for Managers</td>
<td>4</td>
</tr>
</tbody>
</table>

Degree Semester Hour Requirement

44 to 48 semester hours

Page 58: Master of Business Administration – Strategic Leadership Concentration

Update the program to the following:
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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 500</td>
<td>Financial Intelligence</td>
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<td>ACC 501</td>
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<td>BUS 520</td>
<td>Business Analytics and Decision Making</td>
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<td>BUS 530</td>
<td>Managerial Economics</td>
<td>4</td>
</tr>
<tr>
<td>ETH 501</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 501</td>
<td>Strategic Corporate Finance</td>
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</tr>
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</tr>
<tr>
<td>MKT 501</td>
<td>Strategic Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

<table>
<thead>
<tr>
<th>Course</th>
<th>Special Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETH 501</td>
<td>Business Ethics must be the first course taken before any other MBA courses</td>
</tr>
<tr>
<td>BUS 500</td>
<td>For students with an undergraduate degree in Business Administration, this course may be waived.</td>
</tr>
<tr>
<td><em>MGT 599</em></td>
<td>Strategic Management may not be taken until all other core courses have been successfully completed.</td>
</tr>
</tbody>
</table>
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)
- LED 520 Cross-Cultural Communication and Leadership 4
- 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

Page 89: Master of Education – Safety Management Training Concentration
Move the Master of Arts in Education - Safety Management Training concentration to programs on teach-out.

Page 89: Doctor of Philosophy in Education Leadership - Educational Technology concentration
Update the program to the following:

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL 602</td>
<td>Leadership and Leader Roles in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 612</td>
<td>Program Evaluation in Education</td>
<td>4</td>
</tr>
</tbody>
</table>
Program Core Special Instructions
The Ph.D. curriculum has three components:

Core Courses: All students are required to take 4 research methods courses, and 4 required theory courses in the field of educational leadership. These courses provide the foundation for students may pursue in their specialized concentrations. All courses are valued at four semester 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL 606</td>
<td>Management of Change in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 614</td>
<td>Research in Educational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>DEL 632</td>
<td>Legal Aspects of Education Leadership</td>
<td>4</td>
</tr>
<tr>
<td>DEL 635</td>
<td>Current Issues in E-Learning</td>
<td>4</td>
</tr>
<tr>
<td>RES 603</td>
<td>Advanced Data Management and Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

Page 92: Doctor of Philosophy in Education Leadership – Health Education concentration
Update the program to the following:

Doctor of Philosophy in Educational Leadership
Health Education Concentration
(Available Spring 2016)

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL 602</td>
<td>Leadership and Leader Roles in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 612</td>
<td>Program Evaluation in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 699</td>
<td>Dissertation Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DEL 700</td>
<td>Dissertation Series</td>
<td>4</td>
</tr>
<tr>
<td>through 702</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Core Special Instructions
The Ph.D. curriculum has three components:

Core Courses: All students are required to take 4 research methods courses, and 4 required theory courses in the field of educational leadership. These courses provide the foundation for students may pursue in their specialized concentrations. All courses are valued at four semester 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 in Health Education is dedicated to prepare highly competent professionals through the innovative academic program. Graduates of this concentration are prepared to serve in the field of health education through teaching, research, and service. We will provide a contemporary curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health education. This concentration will also prepare students to have the principle foundation for health education promotion and practice including planning educational programs, conducting needs assessments, and understanding factors that influence individual and community health to build healthier communities. 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 Core Courses (12 Semester Hours)
Select three courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL 614</td>
<td>Research in Educational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>DHS 601</td>
<td>Health Promotion, Program Planning, Design and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>DHS 602</td>
<td>Health Behavior and Change</td>
<td>4</td>
</tr>
<tr>
<td>RES 603</td>
<td>Advanced Data Management and Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

Page 92: Doctor of Philosophy in Education Leadership – Higher Educational Leadership concentration
Update the program to the following:

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>DEL 602</td>
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<tr>
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<td>Dissertation Seminar</td>
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<td>DEL 700</td>
<td>Dissertation Series</td>
<td>4</td>
</tr>
<tr>
<td>through 702</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEL 703 and above</td>
<td>Dissertation Continuation</td>
<td>0</td>
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<tr>
<td>RMS 600</td>
<td>Research Methods</td>
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</table>
RMS 608  Quantitative Research and Advanced Statistics I  4
RMS 610  Qualitative Research  4
RMS 618  Quantitative Research and Advanced Statistics II  4
RMS 620  Linking Theory to Research  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 624 Teaching/Administration in Higher Education 4
- DEL 632 Legal Aspects of Education Leadership 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.

Page 95: Doctor of Philosophy in Education Leadership – Teaching, Learning and Development concentration

Update the program to the following:

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL 602</td>
<td>Leadership and Leader Roles in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 612</td>
<td>Program Evaluation in Education</td>
<td>4</td>
</tr>
<tr>
<td>DEL 699</td>
<td>Dissertation Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DEL 700</td>
<td>Dissertation Series</td>
<td>4</td>
</tr>
<tr>
<td>through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>702</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEL 703</td>
<td>Dissertation Continuation</td>
<td>0</td>
</tr>
<tr>
<td>and above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RMS 600</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>RMS 608</td>
<td>Quantitative Research and Advanced Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>RMS 610</td>
<td>Qualitative Research</td>
<td>4</td>
</tr>
</tbody>
</table>
Program Core Special Instructions
The Ph.D. curriculum has three components:

Core Courses: All students are required to take 4 research methods courses, and 4 required theory courses in the field of educational leadership. These courses provide the foundation for students may pursue in their specialized concentrations. All courses are valued at four semester 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 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
### 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.

**Page 98: College of Health and Human Services**

Update the College of Health Sciences to the College of Health and Human Services:

**College of Health and Human Services**

The College of Health and Human Services recognizes that its mission is to produce competent and caring professionals and leaders committed to improving the health, well-being, and safety 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.

**Page 115: Bachelor of Science in Homeland Security**

Update the program to the following:

**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 and Human Services 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 (40 Semester Hours)**
- HLS 101 Gateway to Homeland Security 4
- 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 101, HLS 210, and HLS 320 should be taken prior to all other program requirements.
- *HLS 499* Homeland Security Capstone must be taken in final session.
- A minimum grade of “C” is required in HLS 499 to meet graduation requirements.

**Program Elective Courses (32 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

Page 117: Bachelor of Science in Homeland Security – Cybersecurity Concentration
Add the following program:

Bachelor of Science in Homeland Security
Cybersecurity

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 and Human Services 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 (40 Semester Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 101</td>
<td>Gateway to Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 210</td>
<td>Fundamentals and Ethics of Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 320</td>
<td>Homeland Security and Interagency Planning</td>
<td>4</td>
</tr>
<tr>
<td>HLS 430</td>
<td>Preventing Homeland Infiltration: Air, Ground, and Maritime</td>
<td>4</td>
</tr>
<tr>
<td>HLS 440</td>
<td>Potential Threats to Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 450</td>
<td>Catastrophic Events and Responses</td>
<td>4</td>
</tr>
<tr>
<td>HLS 460</td>
<td>Intelligence and Law Enforcement</td>
<td>4</td>
</tr>
<tr>
<td>HLS 470</td>
<td>Cyber and Physical Security Vulnerabilities and Methodologies</td>
<td>4</td>
</tr>
<tr>
<td>HLS 480</td>
<td>Homeland Recovery and Continuity of Operations</td>
<td>4</td>
</tr>
<tr>
<td><em>HLS 499</em></td>
<td>Homeland Security Capstone Course</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

HLS 101, HLS 210, and HLS 320
Gateway to Homeland Security (HLS 101), Fundamentals and Ethics of Homeland Security (HLS 210), and Homeland Security and Interagency Planning (HLS 320) should be taken prior to all other program requirements.

*HLS 499*
Homeland Security Capstone must be taken in final session. A minimum grade of “C” is required in HLS 499 to meet graduation requirements.

Concentration Introduction

Trident University’s College of Health and Human Services offers the Bachelor of Science in Homeland Security degree program with a concentration in Cybersecurity. Growing out of asymmetric warfare—thanks to advances in technologies—is the cyber battlefield in which sensitive infrastructures are compromised or destroyed by belligerents. Additionally, terrorists use this virtual media to further their agenda, intimidate citizens, and otherwise cause harm. The cybersecurity concentration will begin by examining cybersecurity policy and laws, and then move on to offensive and defensive cyber actions and intelligence gathering. Real life scenarios involving threats to our critical infrastructures will be used.

Concentration Learning Outcomes

Upon graduation, students will be able to:

- Examine cybersecurity policy and laws, basic technology issues, and dynamics of cyber-attacks upon national defense and civilian infrastructures.
- Discuss the use of threat analysis and intelligence gathering processes with real world scenarios.
- Examine cyber conflicts involving the use of force and disruptive actions against the military, and in intimidating specific targets.

Concentration Core Courses (16 Semester Hours)

Select courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 471</td>
<td>Introduction to Cybersecurity</td>
<td>4</td>
</tr>
<tr>
<td>HLS 472</td>
<td>Cyber Threat Intelligence</td>
<td>4</td>
</tr>
<tr>
<td>HLS 473</td>
<td>Cyberterrorism and Cyber Warfare</td>
<td>4</td>
</tr>
<tr>
<td>ITM 431</td>
<td>Introduction to IT Security</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration Elective Courses (16 Semester Hours)

Select courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHS 411</td>
<td>Issues of Terrorism</td>
<td>4</td>
</tr>
</tbody>
</table>
Bachelor of Science in Homeland Security – Leadership Concentration

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 and Human Services 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 (40 Semester Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 101</td>
<td>Gateway to Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 210</td>
<td>Fundamentals and Ethics of Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 320</td>
<td>Homeland Security and Interagency Planning</td>
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</tr>
<tr>
<td>HLS 430</td>
<td>Preventing Homeland Infiltration: Air, Ground, and Maritime</td>
<td>4</td>
</tr>
<tr>
<td>HLS 440</td>
<td>Potential Threats to Homeland Security</td>
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<tr>
<td>HLS 450</td>
<td>Catastrophic Events and Responses</td>
<td>4</td>
</tr>
<tr>
<td>HLS 460</td>
<td>Intelligence and Law Enforcement</td>
<td>4</td>
</tr>
<tr>
<td>HLS 470</td>
<td>Cyber and Physical Security Vulnerabilities and Methodologies</td>
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<tr>
<td>HLS 480</td>
<td>Homeland Recovery and Continuity of Operations</td>
<td>4</td>
</tr>
<tr>
<td><em>HLS 499</em></td>
<td>Homeland Security Capstone Course</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions
HLS 101, HLS 210, and HLS 320 should be taken prior to all other program requirements.
*HLS 499* must be taken in final session.
A minimum grade of “C” is required in HLS 499 to meet graduation requirements.

Concentration Introduction
Trident University’s College of Health and Human Services offers the Bachelor of Science in Homeland Security (BSHLS) – Leadership degree program supports students whose educational and professional goals include acquiring the knowledge and skills needed for leadership careers within a variety of organizations. In the BSHLS-Leadership Concentration, the program will offer a curriculum that will focus on integrating knowledge from different perspectives, problem solving and decision making in creative and innovative ways as well as leadership theory and practice.

Concentration Learning Outcomes
Upon graduation, students will 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.
- As mid-level managers analyze the process of dealing with change working in organizations.
- Utilize critical thinking and research skills in the evaluation of alternative leadership solutions.
Concentration Core Courses (16 Semester Hours)
Select courses from the following:
- LED 402 Leadership Training and Development 4
- MGT 301 Principles of Management 4
- MGT 302 Organizational Behavior and Teamwork 4
- MGT 401 Leadership and Change 4

Concentration Elective Courses (16 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

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

Page 117: Master of Science in Emergency and Disaster Management
Update the program to the following:

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHE 503</td>
<td>Survey of Emergency and Disaster Management</td>
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</tr>
<tr>
<td>MHE 505</td>
<td>Issues of Terrorism</td>
<td>4</td>
</tr>
<tr>
<td>MHE 509</td>
<td>Emergency Planning and Methodology</td>
<td>4</td>
</tr>
<tr>
<td>MHE 511</td>
<td>Emergency Operations</td>
<td>4</td>
</tr>
<tr>
<td>EDM 504</td>
<td>Public Health and the Aftermath of a Disaster</td>
<td>4</td>
</tr>
<tr>
<td>EDM 502</td>
<td>Critical Infrastructure Vulnerability and Protection</td>
<td>4</td>
</tr>
<tr>
<td><em>EDM 599</em></td>
<td>Capstone Project</td>
<td>4</td>
</tr>
</tbody>
</table>

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 (8 Semester Hours)

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM 503</td>
<td>Infectious Disease Mitigation Following Natural Disasters</td>
<td>4</td>
</tr>
<tr>
<td>EDM 510</td>
<td>Dynamic Disaster Management Logistics</td>
<td>4</td>
</tr>
<tr>
<td>HLS 501</td>
<td>Introduction to Homeland Security</td>
<td></td>
</tr>
</tbody>
</table>

Degree Semester Hour Requirement

A minimum of 36 semester hours

Page 120: Master of Science in Health Administration

Update the program to the following:

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 506</td>
<td>Health Care Systems Organization</td>
<td>4</td>
</tr>
<tr>
<td>MHA 507</td>
<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 502</td>
<td>Health Care Finance</td>
<td>4</td>
</tr>
<tr>
<td>MHM 514</td>
<td>Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 522</td>
<td>Legal Aspects of Health Administration</td>
<td>4</td>
</tr>
<tr>
<td>MHM 525</td>
<td>Marketing in Health Care</td>
<td>4</td>
</tr>
<tr>
<td><em>MHA 599</em></td>
<td>MSHA Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

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 (8 Semester Hours)

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LED 560</td>
<td>Leadership and Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MGT 501</td>
<td>Management and Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MHM 505</td>
<td>Introduction to Quality Assurance</td>
<td>4</td>
</tr>
<tr>
<td>NCM 501</td>
<td>Foundations of Conflict Resolution Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Degree Semester Hour Requirement

A minimum of 36 semester hours

Page 121: Master of Science in Health Administration - Conflict Resolution Management

Update the program to the following:

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 (28 Semester Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 506</td>
<td>Health Care Systems Organization</td>
<td>4</td>
</tr>
<tr>
<td>MHA 507</td>
<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 502</td>
<td>Health Care Finance</td>
<td>4</td>
</tr>
<tr>
<td>MHM 514</td>
<td>Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 522</td>
<td>Legal Aspects of Health Administration</td>
<td>4</td>
</tr>
<tr>
<td>MHM 525</td>
<td>Marketing in Health Care</td>
<td>4</td>
</tr>
<tr>
<td><em>MHA 599</em></td>
<td>MSHA Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

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 and Human Services 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 (12 Semester Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCM 501</td>
<td>Foundations of Conflict Resolution Management</td>
<td>4</td>
</tr>
<tr>
<td>NCM 511</td>
<td>Mediation and Arbitration</td>
<td>4</td>
</tr>
<tr>
<td>NCM 512</td>
<td>Negotiation Strategies</td>
<td>4</td>
</tr>
</tbody>
</table>

**Degree Semester Hour Requirement**

A minimum of 40 semester hours

---

**Update the program to the following:**

**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 (28 Semester Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 506</td>
<td>Health Care Systems Organization</td>
<td>4</td>
</tr>
<tr>
<td>MHA 507</td>
<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 502</td>
<td>Health Care Finance</td>
<td>4</td>
</tr>
<tr>
<td>MHM 514</td>
<td>Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 522</td>
<td>Legal Aspects of Health Administration</td>
<td>4</td>
</tr>
<tr>
<td>MHM 525</td>
<td>Marketing in Health Care</td>
<td>4</td>
</tr>
</tbody>
</table>
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 and Human Services 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 (12 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

Degree Semester Hour Requirement
A minimum of 40 semester hours

Page 125: Master of Science in Health Administration – Human Resource Management
Update the program to the following:

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 (28 Semester Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 506</td>
<td>Health Care Systems Organization</td>
<td>4</td>
</tr>
<tr>
<td>MHA 507</td>
<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 502</td>
<td>Health Care Finance</td>
<td>4</td>
</tr>
<tr>
<td>MHM 514</td>
<td>Health Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 522</td>
<td>Legal Aspects of Health Administration</td>
<td>4</td>
</tr>
<tr>
<td>MHM 525</td>
<td>Marketing in Health Care</td>
<td>4</td>
</tr>
<tr>
<td><em>MHA 599</em></td>
<td>MSHA Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

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 and Human Services 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 (12 Semester Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 509</td>
<td>Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT 511</td>
<td>Advanced Topics in Human Resource Management</td>
<td>4</td>
</tr>
</tbody>
</table>
Degree Semester Hour Requirement
A minimum of 40 semester hours

Page 134: Master of Science in Homeland Security
Update the program to the following:

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 and Human Services 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM 501</td>
<td>Domestic Terrorism</td>
<td>4</td>
</tr>
<tr>
<td>EDM 502</td>
<td>Critical Infrastructure Vulnerability and Protection</td>
<td>4</td>
</tr>
<tr>
<td>HLS 501</td>
<td>Introduction to Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 502</td>
<td>Intelligence Analysis and Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 503</td>
<td>Homeland Crisis Management</td>
<td>4</td>
</tr>
<tr>
<td>HLS 571</td>
<td>Introduction to Cybersecurity</td>
<td>4</td>
</tr>
<tr>
<td><em>HLS 599</em></td>
<td>Capstone Course</td>
<td>4</td>
</tr>
<tr>
<td>MHE 509</td>
<td>Emergency Planning and Methodology</td>
<td>4</td>
</tr>
</tbody>
</table>

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 (4 Semester Hours)

Select one course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM 503</td>
<td>Infectious Disease Mitigation Following Natural Disasters</td>
<td>4</td>
</tr>
<tr>
<td>EDM 504</td>
<td>Public Health and the Aftermath of a Disaster</td>
<td>4</td>
</tr>
<tr>
<td>EDM 511</td>
<td>Emergency Transportation and Transshipment Logistics</td>
<td>4</td>
</tr>
<tr>
<td>MHE 511</td>
<td>Emergency Operations</td>
<td>4</td>
</tr>
</tbody>
</table>

Degree Semester Hour Requirement

A minimum of 36 semester hours

Page 134: Master of Science in Homeland Security Cybersecurity concentration

Update the program to the following:

Master of Science in Homeland Security Cybersecurity

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 and Human Services 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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM 501</td>
<td>Domestic Terrorism</td>
<td>4</td>
</tr>
<tr>
<td>EDM 502</td>
<td>Critical Infrastructure Vulnerability and Protection</td>
<td>4</td>
</tr>
<tr>
<td>HLS 501</td>
<td>Introduction to Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 502</td>
<td>Intelligence Analysis and Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 503</td>
<td>Homeland Crisis Management</td>
<td>4</td>
</tr>
<tr>
<td>HLS 571</td>
<td>Introduction to Cybersecurity</td>
<td>4</td>
</tr>
<tr>
<td><em>HLS 599</em></td>
<td>Capstone Course</td>
<td>4</td>
</tr>
<tr>
<td>MHE 509</td>
<td>Emergency Planning and Methodology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM 502</td>
<td>HLS 501; MHE 509</td>
</tr>
<tr>
<td>HLS 503</td>
<td>HLS 501; MHE 509; HLS 502</td>
</tr>
<tr>
<td><em>HLS 599</em></td>
<td>may not be taken until all other core courses and concentration elective courses have been successfully completed</td>
</tr>
<tr>
<td>MHE 509</td>
<td>HLS 501</td>
</tr>
</tbody>
</table>

**Concentration Overview**

The Trident College of Health and Human Services offers the Master of Science in Homeland Security degree program with a concentration in Cybersecurity. Growing out of asymmetric warfare—thanks to advances in technologies—is the cyber battlefield in which sensitive infrastructures are compromised or destroyed by belligerents. Additionally, terrorists use this virtual media to further their agenda, intimidate citizens, and otherwise cause harm. The cybersecurity concentration will begin by examining cybersecurity policy and laws, and then move on to offensive and defensive cyber actions and intelligence gathering. Real life scenarios involving threats to our critical infrastructures will be used.
Concentration Learning Outcomes

- Examine cybersecurity policy and laws, basic technology issues, and dynamics of cyber-attacks upon national defense and civilian infrastructures.
- Discuss the use of threat analysis and intelligence gathering processes with real world scenarios.
- Examine cyber conflicts involving the use of force and disruptive actions against the military, and in intimidating specific targets.

Concentration Required Courses (8 Semester Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 572</td>
<td>Cyber Threat Intelligence</td>
<td>4</td>
</tr>
<tr>
<td>HLS 573</td>
<td>Cyberterrorism and Cyber Warfare</td>
<td>4</td>
</tr>
</tbody>
</table>

Degree Semester Hour Requirement

A minimum of 40 semester hours

Page 134: Master of Science in Homeland Security Leadership concentration

Update the program to the following:

Master of Science in Homeland Security Leadership

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 and Human Services 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM 501</td>
<td>Domestic Terrorism</td>
<td>4</td>
</tr>
<tr>
<td>EDM 502</td>
<td>Critical Infrastructure Vulnerability and Protection</td>
<td>4</td>
</tr>
<tr>
<td>HLS 501</td>
<td>Introduction to Homeland Security</td>
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<tr>
<td>HLS 571</td>
<td>Introduction to Cybersecurity</td>
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<td>Capstone Course</td>
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<tr>
<td>MHE 509</td>
<td>Emergency Planning and Methodology</td>
<td>4</td>
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</tbody>
</table>

Program Core Special Instructions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Special Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM 502</td>
<td>Prerequisite: HLS 501; MHE 509</td>
</tr>
<tr>
<td>HLS 503</td>
<td>Prerequisite: HLS 501; MHE 509; HLS 502</td>
</tr>
<tr>
<td><em>HLS 599</em></td>
<td>Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed</td>
</tr>
<tr>
<td>MHE 509</td>
<td>Prerequisite: HLS 501</td>
</tr>
</tbody>
</table>

Concentration Overview

Trident University’s College of Health and Human Services offers the Master of Science in Homeland Security (MSHLS) with a concentration in Leadership. The MSHLS—Leadership 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.

Concentration Learning Outcomes

• 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.

Concentration Required Courses (8 Semester Hours)

Select two courses from the following options:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LED 520</td>
<td>Cross-cultural Communication and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGT 506</td>
<td>Strategic Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGT 508</td>
<td>Leadership in Teams</td>
<td>4</td>
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</tbody>
</table>
Degree Semester Hour Requirement
A minimum of 40 semester hours

Page 136: Doctor of Philosophy in Health Science – Health Care Administration concentration
Move the Doctor of Philosophy in Health Science – Health Care Administration concentration to programs on teach-out.

Page 138: Doctor of Philosophy in Health Science – Global Health, Educator/Researcher concentration
Move the Doctor of Philosophy in Health Science – Global Health, Educator/Researcher concentration to programs on teach-out.

Page 140: Doctor of Philosophy in Health Science – Global Health, Practitioner/Researcher concentration
Move the Doctor of Philosophy in Health Science – Global Health, Practitioner/Researcher concentration to programs on teach-out.

Page 141: Doctor of Philosophy in Health Science – Global Health concentration
Add the following program:

**Doctor of Philosophy in Health Sciences**
**Global Health**

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 (44 Semester Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHS 612</td>
<td>Program Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>DHS 652</td>
<td>Research Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DHS 699</td>
<td>Dissertation Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DHS 700</td>
<td>Dissertation Series</td>
<td>4</td>
</tr>
<tr>
<td>through 702</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DHS 703</td>
<td>Dissertation Continuation</td>
<td>0</td>
</tr>
<tr>
<td>and above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RMS 600</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>RMS 608</td>
<td>Quantitative Research and Advanced Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>RMS 610</td>
<td>Qualitative Research</td>
<td>4</td>
</tr>
<tr>
<td>RMS 618</td>
<td>Quantitative Research and Advanced Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>RMS 620</td>
<td>Linking Theory to Research</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

The Ph.D. curriculum has three components:

Core Courses: All students are required to take 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

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 global health and will explore how globalization impacts determinants of health and disease. Courses include Special topics in international health, current issues in global health research, global epidemiology.

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

Complete 12 Semester Hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIH 620</td>
<td>Current Issues in Global Health Research</td>
<td>4</td>
</tr>
<tr>
<td>DIH 633</td>
<td>Global Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>DHS 681</td>
<td>Special Topics in Health Science and Public Health</td>
<td>1</td>
</tr>
<tr>
<td>DHS 682</td>
<td>Special Topics in Health Science and Public Health</td>
<td>2</td>
</tr>
<tr>
<td>DHS 683</td>
<td>Special Topics in Health Science and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>DHS 684</td>
<td>Special Topics in Health Science and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>DIH 697</td>
<td>Introduction to Health Equity</td>
<td>4</td>
</tr>
</tbody>
</table>

**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 703, 704, 705...

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

**Page 141: Doctor of Philosophy in Health Science – Health Education concentration**

Add the following program:

**Doctor of Philosophy in Health Sciences**

**Health Education**

(Available Spring 2016)

**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 (44 Semester Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHS 612</td>
<td>Program Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>DHS 652</td>
<td>Research Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DHS 699</td>
<td>Dissertation Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DHS 700</td>
<td>Dissertation Series</td>
<td>4</td>
</tr>
<tr>
<td>through 702</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DHS 703</td>
<td>Dissertation Continuation</td>
<td>0</td>
</tr>
<tr>
<td>and above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RMS 600</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>RMS 608</td>
<td>Quantitative Research and Advanced Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>RMS 610</td>
<td>Qualitative Research</td>
<td>4</td>
</tr>
<tr>
<td>RMS 618</td>
<td>Quantitative Research and Advanced Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>RMS 620</td>
<td>Linking Theory to Research</td>
<td>4</td>
</tr>
</tbody>
</table>

Program Core Special Instructions

The Ph.D. curriculum has three components:

Core Courses: All students are required to take 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 Education is dedicated to prepare highly competent professionals through the innovative academic program. Graduates of this concentration are prepared to serve in the field of health education through teaching, research, and service. We will provide a contemporary curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health education. This concentration will also prepare students to have the principle foundation for health education promotion and practice including planning educational programs, conducting needs assessments, and understanding factors that influence individual and community health to build healthier communities. 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)
Complete 12 Semester Hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEL 614</td>
<td>Research in Educational Leadership</td>
<td>4</td>
</tr>
<tr>
<td>DHS 601</td>
<td>Health Promotion, Program Planning, Design and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>DHS 602</td>
<td>Health Behavior and Change</td>
<td>4</td>
</tr>
<tr>
<td>DHS 681</td>
<td>Special Topics in Health Science and Public Health</td>
<td>1</td>
</tr>
<tr>
<td>DHS 682</td>
<td>Special Topics in Health Science and Public Health</td>
<td>2</td>
</tr>
<tr>
<td>DHS 683</td>
<td>Special Topics in Health Science and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>DHS 684</td>
<td>Special Topics in Health Science and Public Health</td>
<td>4</td>
</tr>
</tbody>
</table>

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 703, 704, 705...
The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

**Page 141: Doctor of Philosophy in Health Science – Health Policy and Administration concentration**

Add the following program:

**Doctor of Philosophy in Health Sciences**

**Health Policy and 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 (44 Semester Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHS 612</td>
<td>Program Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>DHS 652</td>
<td>Research Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DHS 699</td>
<td>Dissertation Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DHS 700</td>
<td>Dissertation Series</td>
<td>4</td>
</tr>
<tr>
<td>DHS 701</td>
<td>through 702</td>
<td></td>
</tr>
<tr>
<td>DHS 703</td>
<td>Dissertation Continuation</td>
<td>0</td>
</tr>
<tr>
<td>RMS 600</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>RMS 608</td>
<td>Quantitative Research and Advanced Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>RMS 610</td>
<td>Qualitative Research</td>
<td>4</td>
</tr>
<tr>
<td>RMS 618</td>
<td>Quantitative Research and Advanced Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>RMS 620</td>
<td>Linking Theory to Research</td>
<td>4</td>
</tr>
</tbody>
</table>

**Program Core Special Instructions**

The Ph.D. curriculum has three components:

- **Core Courses:** All students are required to take 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

- **Dissertation:** Successful defense of the dissertation proposal

**Concentration Introduction**

This concentration prepares leaders in health policy and administration through evaluation, development, analysis and implementation of health and health policies. Courses include Advanced Leadership, Health Care Law, Regulation and Ethics, and Current Issues in Health Administration.

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

Complete 12 Semester Hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHA 619</td>
<td>Current Issues in Health Administration Research</td>
<td>4</td>
</tr>
<tr>
<td>DHA 621</td>
<td>Health Care Law, Regulation and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>DHA 623</td>
<td>Advanced Leadership</td>
<td>4</td>
</tr>
<tr>
<td>DHA 698</td>
<td>Seminar in Strategic Planning for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>DHS 681</td>
<td>Special Topics in Health Science and Public Health</td>
<td>1</td>
</tr>
<tr>
<td>DHS 682</td>
<td>Special Topics in Health Science and Public Health</td>
<td>2</td>
</tr>
<tr>
<td>DHS 683</td>
<td>Special Topics in Health Science and Public Health</td>
<td>3</td>
</tr>
<tr>
<td>DHS 684</td>
<td>Special Topics in Health Science and Public Health</td>
<td>4</td>
</tr>
</tbody>
</table>

**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.

**Page 141: Doctor of Philosophy in Health Science – Public Health concentration**

Add the following program:

**Doctor of Philosophy in Health Sciences**

**Public Health**

**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 (44 Semester Hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>DHS 652</td>
<td>Research Seminar</td>
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<tr>
<td>DHS 699</td>
<td>Dissertation Seminar</td>
<td>4</td>
</tr>
<tr>
<td>DHS 700</td>
<td>Dissertation Series</td>
<td>4</td>
</tr>
<tr>
<td>through 702</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DHS 703</td>
<td>Dissertation Continuation</td>
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</tr>
<tr>
<td>and above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RMS 600</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>RMS 608</td>
<td>Quantitative Research and Advanced Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>RMS 610</td>
<td>Qualitative Research</td>
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</tr>
<tr>
<td>RMS 618</td>
<td>Quantitative Research and Advanced Statistics II</td>
<td>4</td>
</tr>
<tr>
<td>RMS 620</td>
<td>Linking Theory to Research</td>
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</tr>
</tbody>
</table>

**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

**Dissertation:** Successful defense of the dissertation proposal

**Concentration Introduction**

This concentration will examine how social determinants of health impacts health status. Health disparities exist across race/ethnic groups, geographic residence, gender, age, and disability status and are determined by cultural factors, socioeconomic factors, racism/discrimination, and political factors.

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

Complete 12 Semester Hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHS 603</td>
<td>Introduction to Public Health</td>
<td>4</td>
</tr>
<tr>
<td>DHS 681</td>
<td>Special Topics in Health Science and Public Health</td>
<td>1</td>
</tr>
<tr>
<td>DHS 682</td>
<td>Special Topics in Health Science and Public Health</td>
<td>2</td>
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<td>DHS 683</td>
<td>Special Topics in Health Science and Public Health</td>
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<tr>
<td>DHS 684</td>
<td>Special Topics in Health Science and Public Health</td>
<td>4</td>
</tr>
<tr>
<td>DIH 633</td>
<td>Global Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>DIH 697</td>
<td>Introduction to Health Equity</td>
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</tr>
</tbody>
</table>
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 703, 7041, 705...

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

Page 166: Conflict Resolution Management Certificate (MSHA)
Update the program to the following:

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 507</td>
<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
<tr>
<td>NCM 501</td>
<td>Foundations of Conflict Resolution Management</td>
<td>4</td>
</tr>
<tr>
<td>NCM 511</td>
<td>Mediation and Arbitration</td>
<td>4</td>
</tr>
<tr>
<td>NCM 512</td>
<td>Negotiation Strategies</td>
<td>4</td>
</tr>
</tbody>
</table>

Certificate Semester Hour Requirement
16 Semester Hours

Page 168: Health Care Quality Assurance (MSHA)
Update the program to the following:

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHA 507</td>
<td>Health Care Delivery Systems</td>
<td>4</td>
</tr>
<tr>
<td>MHM 505</td>
<td>Introduction to Quality Assurance</td>
<td>4</td>
</tr>
<tr>
<td>MHM 507</td>
<td>Quality Assurance in Hospitals / Healthcare Organizations</td>
<td>4</td>
</tr>
<tr>
<td>MHM 509</td>
<td>Quality Assurance in Managed Care</td>
<td>4</td>
</tr>
</tbody>
</table>

Certificate Semester Hour Requirement
16 Semester Hours

Page 169: Homeland Security Certificate (MSHLS)
Update the program to the following:

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 501</td>
<td>Introduction to Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 502</td>
<td>Intelligence Analysis and Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>HLS 503</td>
<td>Homeland Crisis Management</td>
<td>4</td>
</tr>
<tr>
<td>HLS 571</td>
<td>Introduction to Cybersecurity</td>
<td>4</td>
</tr>
</tbody>
</table>

Certificate Semester Hour Requirement
16 Semester Hours

Page 170: Public Health Certificate (PhDHS)
Update the program to the following:
Public Health (PhDHS)

Certificate Introduction
The Graduate Certificate in Public Health provides an opportunity for individuals to build a foundation in public health and enhance their skill set for public health opportunities. This is also ideal for individuals in other fields who would like to complement their degree programs with a certificate in public health.

Transfer Credit
No Credit Transfer Allowed

Certificate Core Courses (16 Semester Hours)

- DHS 603  Introduction to Public Health  4
- DHS 612  Program Evaluation  4
- DIH 633  Global Epidemiology  4
- RMS 610  Qualitative Research  4

Certificate Semester Hour Requirement
16 Semester Hours

Page 173-257: Course Descriptions – Courses being placed on Teach-Out
Remove the following courses:

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.

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.

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 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

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.

**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 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.

**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.

**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.

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.

Page 198: DEL – Doctoral Education Leadership Course Descriptions
Add the following courses:

DEL 624 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.

Page 198: DHS – Doctoral Health Sciences Course Descriptions
Add the following courses:

DHS 601 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.

DHS 602 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.

**DHS 603 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.

**Page 202: DIH – Doctoral International Health Course Descriptions**
Add the following courses:

**DIH 620 Current Issues in Global 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 697 Introduction to Health Equity**
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.

**Page 214: HLS - Homeland Security Course Descriptions**
Add the following courses:

**HLS 471 Introduction to Cybersecurity**
This course offers an overview of the cybersecurity field, beginning with policy standards and laws, continuing with technological issues, and moving on to critical military and civilian infrastructure vulnerabilities. This course is a requisite for the remaining concentration courses because it provides a foundation or scaffolding to studying specific areas of cyber intelligence, warfare and terrorism.

**HLS 472 Cyber Threat Intelligence**
This course will examine the exploitation of vulnerabilities to accessing sensitive data, defeating attempts to retrieve military and corporate data, and current threats to our security. The student will explore the collection and analysis of intelligence through cyber means, as well as understand countermeasures and counterintelligence operations. Prerequisite HLS 471.

**HLS 473 Cyberterrorism and Cyber Warfare**
This course will examine terrorism acts and offensive/defensive actions involving foreign agents and the United States. Cyberterrorism is a general term open to interpretation. Therefore, the USA PATRIOT Act’s (2001) definition will be used to lessen confusion. Our military’s offensive and defensive cyberspace operations will be also explored. The United States in conjunction with its allies working
towards the judicious use of cyber media will assure a continuing strategic advantage. Students will be given real life scenarios and asked to respond accordingly. *Prerequisite HLS 471.*

**HLS 571 Introduction to Cybersecurity**
This course offers an overview of the cybersecurity field, beginning with policy standards and laws, continuing with technological issues, and moving on to critical military and civilian infrastructure vulnerabilities. This course is a requisite for the remaining concentration courses because it provides a foundation or scaffolding to studying specific areas of cyber intelligence, warfare and terrorism.

**HLS 572 Cyber Threat Intelligence**
This course will examine the exploitation of vulnerabilities to accessing sensitive data, defeating attempts to retrieve military and corporate data, and current threats to our security. The student will explore the collection and analysis of intelligence through cyber means, as well as understand countermeasures and counterintelligence operations. *Prerequisite HLS 571.*

**HLS 573 Cyberterrorism and Cyber Warfare**
This course will examine terrorism acts and offensive/defensive actions involving foreign agents and the United States. Cyberterrorism is a general term open to interpretation. Therefore, the USA PATRIOT Act’s (2001) definition will be used to lessen confusion. Our military’s offensive and defensive cyberspace operations will be also explored. The United States in conjunction with its allies working towards the judicious use of cyber media will assure a continuing strategic advantage. Students will be given real life scenarios and asked to respond accordingly. *Prerequisite HLS 571.*

Page 254: RMS – Research Methods Course Descriptions
Add the following course:

**RMS 620 - Linking Theory to Research**
The purpose of this course is to explore foundational concepts involved with the role, use, and application of theory in education and health sciences research. This course is designed to train doctoral learners in the conduct of a systematic literature review related to their research topic. Emphasis is placed on creating structure for locating, reading, analyzing, synthesizing, and organizing prior research and theory necessary for developing their dissertation study.

Page 258: Teach-Out Program and Certificates – College of Education
Add the following to the listing under Master of Arts in Education (MAED) Concentrations:

- Safety Management Training

Page 259: Teach-Out Program and Certificates – College of Health and Human Services (formerly Health Sciences)
Add the following to the listing under Doctor of Philosophy in Health Sciences (Ph.D. HS) Concentrations:

- Health Administration
- Global Health, Educator/Researcher
- Global Health, Practitioner/Researcher

Page 260-267: Teach-Out Courses
Add the following courses to the courses on Teach-Out
BUS 306 Quantitative Reasoning (Course to be retired as of Spring 2016)
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.

COM 301 International Communication (Course to be retired as of Spring 2016)
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.

DEL 610 Qualitative Research (Course to be retired as of Spring 2016)
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 620 Linking Theory with Research (Course to be retired as of Spring 2016)
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

DHS 620 Linking Theory with Research (Course to be retired as of Spring 2016)
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 (Course to be retired as of Spring 2016)
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 (Course to be retired as of Spring 2016)
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.
DIH 619 Current Issues in International Health Research (Course to be retired as of Spring 2016)
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 698 Cross Cultural Issues in Health (Course to be retired as of Spring 2016)
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.

HLS 504 Technology for Homeland Security (Course to be retired as of Spring 2016)
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.

MHE 512 Disaster Relief (Course to be retired as of Spring 2016)
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 (Course to be retired as of Spring 2016)
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 (Course to be retired as of Spring 2016)
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.

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.

**Page 260-267: Teach-Out Courses scheduled to be retired**

The following courses should include the line (Course to be retired as of Spring 2016):

- BUS 504 Contemporary Business Research Methodology
- BUS 510 Introduction to Academic Research
- CJA 501 Criminal Justice Systems
- CJA 502 Managing Criminal Justice Administration
- CJA 503 Public Policy and Criminal Justice Management
- CSC 113 Introduction to Object Oriented Programming
- CSC 320 Web Engineering and Programming I
- CSC 405 Web Engineering and Programming II
- CSC 412 Client Server Networks
- CSC 418 Switching and Wireless
- CSC 419 Routers
- CSC 422 Web Services
- CSC 423 Web Services II
- DEL 623 Current Research in Higher Education
- DEL 625 Research in E-Learning
- DHS 610 Qualitative Research
- HLS 504 Technology for Homeland Security
- HRM 590 Analytics, Metrics and Problem Solving
- ITM 424 Introduction to Software Use and Technical Support
- ITM 432 Principles of Finance and Financial Information Systems
- ITM 435 Marketing Management Information Systems
- ITM 436 Operations Management and Operations Information Systems
- ITM 440 Database Technology and Database Administration
- ITM 442 Knowledge Management Business Intelligence
- ITM 491 BSITM Integrative Project
- ITM 515 Customer Relations Management Technologies
- ITM 570 Managing IT Change in an Environment of Emerging IT Technologies
- MAE 586 Capstone Integrative Seminar in Safety Management Training
- MAE 587 Capstone Integrative Seminar in Sports Performance and Leadership
- MGT 490 Capstone in General Management
- MGT 492 Capstone Course in Leadership Concentration
- MGT 493 Capstone in Management/Leadership
- MHE 510 Occupational Health and Safety
- MHM 508 Strategic Planning in Health Care
- MHM 511 Quality Assurance in Long Term Care / Nursing Homes
Policy Handbook

Effective the Winter 2016 and January 2016 Fastrac, the following sections of the Policy Handbook 2015-2016 Trident University Catalog have been amended/added:

Update all references to the College of Health Sciences to the College of Health and Human Services

Page 34: Student Services – Academic Success
Remove the listing for Academic Success

Page 36: Student Services – Center for Student Success
Add the following listing for Center for Student Success:

Center for Student Success
studentsuccess@trident.edu

The Center for Student Success is committed to providing specialized support to our diverse student population at the bachelors, masters, and/or doctoral levels. Success advisors within the Center for Student Success are proactive in their approach by fostering a relationship to ensure success toward graduation. The Center for Student Success empowers students to develop and implement sound educational plans consistent with their personal values, goals, and career plans. Supportive staff aims to achieve student success by influencing student behavior with the desired outcomes of successful course completion and overall program retention resulting in graduation. Assistance for students is available regarding course sequencing, recommendations, registration, providing current knowledge on program requirements, and clarifying academic policies and operational procedures. All current Trident students are assigned a Success Advisor who serves as his or her point of contact for academic and administrative direction. Students may contact their Student Success Advisor with regard to any advising questions, concerns, or problems to obtain an appropriate resolution and/or referral.

Appointments with a Success Advisor can be scheduled within the MyTLC student portal.

Page 37: Student Services – Student Services
Remove the listing for Student Services

Page 42: University Graduation Requirements – Bachelor’s Level Programs
Update the Bachelor of Science in Homeland Security line to the following:

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>General Program Plans and Concentrations</th>
<th>Trident Minimum Residency Credits</th>
<th>Maximum Units Met Through Transfer Credit</th>
<th>Total Degree Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Homeland Security</td>
<td>All concentrations</td>
<td>32</td>
<td>88</td>
<td>120</td>
</tr>
</tbody>
</table>

Page 42-43: University Graduation Requirements – Master’s Level Programs
Update the following bullet points:

- Total Credits: Master’s-level students must earn a minimum of 30 semester credit hours to be
eligible to graduate from Trident University International. Programs may require more units. See table below.

- Residency: Students must complete a minimum of 24 graduate-level semester credit hours at Trident University International. Some programs may require more units in residence. See table below.

**Page 43: University Graduation Requirements – Master’s Level Programs**

Update the Master of Science in Emergency Disaster Management, Master of Science in Health Administration, and Master of Science in Homeland Security lines to the following:

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>General Program Plans and Concentrations</th>
<th>Trident Minimum Residency Credits</th>
<th>Maximum Units Met Through Transfer Credit</th>
<th>Total Degree Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Emergency and Disaster Management</td>
<td>No concentration</td>
<td>29</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td>Master of Science in Emergency and Disaster Management</td>
<td>All concentrations</td>
<td>32</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Master of Science in Health Administration</td>
<td>No concentration</td>
<td>29</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td>Master of Science in Health Administration</td>
<td>All concentrations</td>
<td>32</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Master of Science in Homeland Security</td>
<td>No concentration</td>
<td>29</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td>Master of Science in Homeland Security</td>
<td>All concentrations</td>
<td>32</td>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>