



2016  2017

Academic Programs

**2016 - 2017 TRIDENT UNIVERSITY CATALOG**

JANUARY 2017 ADDENDUM



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The Trident University International (Trident) catalog consists of two parts: **Policy Handbook** and **Academic Programs**, which reflect current academic policies, procedures, program and degree offerings, course descriptions, and other pertinent information. This 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 2017 and January 2017 Fastrac sessions modifies and/or updates the 2016-2017 University Catalog – Academic Programs and the 2016-2017 University Catalog – Policy Handbook.





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## Academic Programs

Effective the Winter 2017 and January 2017 Fastrac sessions, the following sections of the Academic Programs 2016-2017 Trident University Catalog have been amended/added:

### Page 2: College Mathematics General Education Update

Update the following:

#### **College Mathematics (4 Semester Hours)**

Select one course from the following options:

BHS 220	Introduction to Health Statistics*	4
MAT 101	College Mathematics	4
MAT 106	Discrete Mathematics	4
MAT 150	College Algebra	4
MAT 201	Basic Statistics	4

### Page 3: Arts and Humanities General Education Update

Update the following:

#### **Arts and Humanities (8 Semester Hours)**

Select two courses from the following options:

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

### Page 3: Social and Behavioral Science General Education Update

Update the following:

#### **Social and Behavioral Sciences (8 Semester Hours)**

Select one course from the following options:

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

Select one course from the following options:

BHA 310	Introduction to Legal and Ethical Aspects of Healthcare	4
BHE 200	Essentials of Public Health**	4



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

**Page 3: Information and Technology Literacy General Education Update**

Update the following:

**Information and Technology Literacy (4 Semester Hours)**

Select one course from the following options:

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



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## **Page 44-47: Doctor of Education in Educational Leadership**

Update the Doctor of Education in Educational Leadership program to the following:

### **Doctor of Education in Educational Leadership**

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

#### **Degree Semester Hour Requirement**

A minimum of 60 Semester Hours

#### **Educational Leadership Program Mission**

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

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

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

#### **What Students Can Expect**

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

Successful leaders know how to foster and sustain conditions within organizations that support continuous improvement. The Ed.D. in Educational Leadership curriculum focuses on preparing leaders who can facilitate conditions for organizational learning in order to create organizations that will be effective, adaptable and competitive. Coursework in the Ed.D. Program will focus on (1) promoting the



development of self and others; (2) leading successful learning programs and organizations; (3) becoming practitioner scholars; and (4) participating in professional and policy making communities. The program culminates in a dissertation and longitudinal reflective self-assessment in which students demonstrate effective application of the program's theories and concepts.

The entire program is offered 100% online through the Trident Learning Community (TLC) learning management system. *Students should note that the Ed.D. Program is not a certificate, licensure or credentialing program.* Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for certification/licensure/credentialing vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

### **Program Learning Outcomes**

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

### **Program Core Courses (20 Semester Hours)**

EDD 602	Leadership Theory and Practice	4
EDD 603	Effective Communication for Education Leaders	4
EDD 611	Strategic Planning and Finance for Educational Leaders	4
EDD 612	Assessment and Program Evaluation	4
EDD 632	Legal Aspects for Educational Leadership	4

### **Program Research Courses (12 Semester Hours)**

EDD 605	Applied Research	4
EDD 607	Advanced Applied Research	4
EDD 614	Research in Educational Leadership	4

### **Program Dissertation Courses (12 Semester Hours)**

EDD 680	Dissertation Supervision I	4
EDD 690	Dissertation Supervision II	4
EDD 700	Dissertation Supervision III	4

### **Required Program Concentration (16 Semester Hours)**

Students must complete all requirements in one of the following concentrations:



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### **PK-12 Concentration**

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

#### Concentration Core Courses (12 Semester Hours)

EDD 631	School Reform	4
EDD 634	Current Issues in PK-12 Education	4
EDD 636	Dimensions of Teacher Leadership	4

#### Concentration Elective Courses (4 Semester Hours)

Select one course from the following options:

EDD 606	Management of Change in Education	4
EDD 630	Supervision and Evaluation of Instruction	4
EDD 635	Professional Development and Mentoring	4

### **Higher Education Concentration**

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

#### Concentration Core Courses (12 Semester Hours)

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

#### Concentration Elective Courses (4 Semester Hours)

Select one course from the following options:

EDD 643	Management of Change in Higher Education	4
EDD 644	Curriculum in Higher Education	4
EDD 635	Professional Development and Mentoring	4

### **Page 48: Doctor of Philosophy in Educational Leadership**

Update the Program Core Courses to the following:

#### Program Core Courses (44 Semester Hours)

DEL 602	Leadership and Leader Roles in Education	4
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DEL 610	Qualitative Research	4
DEL 612	Program Evaluation in Education	4
DEL 622	Dissertation Research	4
DEL 699	Dissertation Seminar	4
DEL 700	Dissertation Series	4
through 702		
DEL 703 and	Dissertation Continuation	0
above		
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 618	Quantitative Research and Advanced Statistics II	4







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**Page 78-79: Doctor of Philosophy in Health Sciences**

Update the Global Health concentration to the following:

Concentration Elective Courses (12 Semester Hours)

DIH620	Current Issues in Global Health Research	4
DIH633	Global Epidemiology	4
DIH697	Introduction to Health Equity	4

Update the Health Policy and Administration Concentration to the following:

Concentration Elective Courses (12 Semester Hours)

DHA619	Current Issues in Health Administration Research	4
DHA621	Health Care Law, Regulation and Ethics	4
DHA698	Seminar in Strategic Planning for Health Sciences	4

**Page 99: Health Education Certificate (MSHS)**

Update the Health Education Certificate Core Courses to the following:

Certificate Core Courses (16 Semester Hours)

MHD504	Health Promotion, Program Planning, Design and Evaluation	4
MHD508	Health Behavior and Change	4
MHD561	Health Education Program Administration	4
MIH521	Health Program Evaluation	4

Remove: Certificate elective Courses (4 semester hours).



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## Page 53-61: Bachelor of Science in Health Sciences

Update the Bachelor of Science in Health Sciences program to the following:

### **Bachelor of Science in Health Sciences**

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

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

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

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

#### Dual Credit Courses

Courses denoted with an asterisk “\*” provide the option for an accelerated master’s degree by allowing Dual Credit for BSHS students who continue to Trident’s MSHS graduate degree. Those students may apply up to 12 credits for specific courses in MSHS program if they meet the following conditions:

- Be accepted to the Master program at Trident within one (1) year of graduating from the Bachelor program, and
- Attain a grade of “B-” or above in the Dual Credit courses.
- Attain a cumulative grade of “B” or above for all Dual Credit courses.

#### Degree Semester Hour Requirement

A minimum of 120 semester hours

#### Residency Requirement

A minimum of 30 semester hours must be completed at Trident

#### Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

#### Program Learning Outcomes

The BSHS degree program at Trident University International prepares students to:

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- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Communicate effectively with target audiences using various media.
- Apply foundational research information, and legal and regulatory principles within health science practice.
- Demonstrate information literacy in the health sciences field.
- Critically assess emerging trends and advances and their potential impacts on health science practice.
- Appreciate diversity and the roles of health professionals in multidisciplinary contexts.
- Articulate ethical values and practices to health-related decision making and problem solving.

### **Program Core Courses (36 Semester Hours)**

BHE 226	Health Communication and Advocacy	4
BHE 200	Essentials of Public Health	4
BHS 220	Introduction to Health Statistics	4
BHS 210	Introduction to Epidemiology	4
BHA 310	Introduction to Legal and Ethical Aspects of Healthcare	4
BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4
*BHS 499*	Senior Capstone Project	4

### **Program Core Special Instructions**

Complete all Program Core Courses before taking Concentration Courses and Program Electives.

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

### **Program Options and Concentrations (28 Semester Hours)**

Students must complete either the below Program Courses or the Healthcare Management Concentration:

#### **Program Courses**

#### **Required Program Courses (12 Semester Hours)**

BHD 404 *	Health Promotion, Program Planning, Design and Evaluation	4
BPH 422 *	Public Health Law and Policy	4
EOH 402 *	Fundamentals of Environmental and Occupational Health	4

#### **Program Elective Courses (12 Semester Hours)**

300 - 400 level Health and Human Services related electives, or similar, as approved by the CHHS Associate Dean.



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### Program Special Requirements

Courses Denoted with an asterisk "\*" serve as Dual Credit courses.

#### **Health Care Management Concentration**

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

#### Concentration Learning Outcomes

Upon graduation, students will be able to:

- Research and evaluate information related to healthcare and associated industries.
- Administer healthcare strategies, interventions, and programs.
- Serve as a resource on matters pertaining to the operation of healthcare and related industries.

#### Concentration Core Courses (24 Semester Hours)

BHM 324	Human Resources Management	4
BHM 415	Topics in Health Care Policy	4
BHM 320	Management of Health Programs	4
BHS 427	Health Care Finance	4
BHA 405 *	Introduction to Quality Assurance	4
NCM 401 *	Foundations of Conflict Resolution Management	4

Concentration Special Requirements

Courses Denoted with an asterisk "\*" serve as Dual Credit courses.

#### **Bachelor of Science in Health Sciences with a concentration in Public Health**

The College of Health and Human Services offers a Bachelor of Science in Health Sciences (BSHS) degree program with a concentration in Public Health

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

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



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### Dual Credit Courses

Courses denoted with an asterisk "\*" provide the option for an accelerated master's degree by allowing Dual Credit for BSHP students who continue to Trident's MSHS graduate degree. Those students may apply up to 12 credits for specific courses in MSHS program if they meet the following conditions:

- Be accepted to the Master program at Trident within one (1) year of graduating from the Bachelor program, and
- Attain a grade of "B-" or above in the Dual Credit courses.
- Attain a cumulative grade of "B" or above for all Dual Credit courses.

### Degree Semester Hour Requirement

A minimum of 120 semester hours

### Residency Requirement

A minimum of 30 semester hours must be completed at Trident

### Upper Division Semester Hour Requirement

A minimum of 36 upper division semester hours

### Program Learning Outcomes

The BSHP degree program at Trident University International prepares students to:

- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Communicate effectively with target audiences using various media.
- Apply foundational research information, and legal and regulatory principles within health science practice.
- Demonstrate information literacy in the health sciences field.
- Critically assess emerging trends and advances and their potential impacts on health science practice.
- Appreciate diversity and the roles of health professionals in multidisciplinary contexts.
- Articulate ethical values and practices to health-related decision making and problem solving.

### Program Core Courses (36 Semester Hours)

BHE 226	Health Communication and Advocacy	4
BHE 200	Essentials of Public Health	4
BHS 220	Introduction to Health Statistics	4
BHS 210	Introduction to Epidemiology	4
BHA 310	Introduction to Legal and Ethical Aspects of Healthcare	4
BHS 414	Cross Cultural Health Perspectives	4
BHE 418	Health Behavior	4
BHS 450	Health Care Delivery Systems	4
*BPH 499*	Senior Capstone in Public Health	4

### Program Core Special Instructions

Complete all Program Core Courses before taking Concentration Courses and Program Electives.



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

**Program Concentration Options (28 Semester Hours)**

Students must complete one of the following concentrations:

**Public Health Concentration**

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

**Concentration Learning Outcomes**

Upon graduation, students will be able to:

- Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- Assess the values and perspectives of diverse individuals, communities, and cultures, and their influence on health behaviors, choices, and practices.
- Advocate for social, political, and economic changes that improve the health of individuals and communities.

**Concentration Core Courses (24 Semester Hours)**

BHE 310	Health Promotion, Disease Prevention	4
BHM 415	Topics in Health Care Policy	4
BHS 350	Global Health and Sustainability	4
EOH 402 *	Fundamentals of Environmental and Occupational Health	4
BHD 421 *	Perspectives in Community Health Education	4
BPH 422 *	Public Health Law and Policy	4

**Concentration Special Requirements**

Courses Denoted with an asterisk “\*” serve as Dual Credit courses.

**Public Health Concentration - Environmental and Occupational Health and Safety**

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



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

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

Concentration Elective Courses (24 Semester Hours)

BHE 310	Health Promotion, Disease Prevention	4
BHM 415	Topics in Health Care Policy	4
BHS 350	Global Health and Sustainability	4
EOH 402 *	Fundamentals of Environmental and Occupational Health	4
EOH 408 *	Environmental and Occupational Health Administration	4
EOH 410 *	Environmental and Occupational Health Regulations and Standards	4

Concentration Special Requirements

Courses Denoted with an asterisk "\*" serve as Dual Credit courses.

**Public Health Concentration - Health Care Administration**

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

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

Concentration Core Courses (24 Semester Hours)

BHE 310	Health Promotion, Disease Prevention	4
BHM 415	Topics in Health Care Policy	4
BHS 350	Global Health and Sustainability	4
BHM 320	Management of Health Programs	4
BHA 405 *	Introduction to Quality Assurance	4
NCM 401 *	Foundations of Conflict Resolution Management	4



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### Concentration Special Requirements

Courses Denoted with an asterisk "\*" serve as Dual Credit courses.

#### **Public Health Concentration - Health Education**

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

Additionally, the emphasis on Health Education prepares individuals to plan, implement, and evaluate programs for health and human services such as those offered by health departments, voluntary health agencies, clinics, hospitals, businesses, and health-related industries. Health Educators promote health by facilitating voluntary changes in health behaviors and by advocating for policy and social change to create communities and environments that are conducive to health for all.

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

#### Concentration Core Courses (24 Semester Hours)

BHE 310	Health Promotion, Disease Prevention	4
BHM 415	Topics in Health Care Policy	4
BHS 350	Global Health and Sustainability	4
BHD 404 *	Health Promotion, Program Planning, Design and Evaluation	4
BHD 421 *	Perspectives in Community Health Education	4
BHD 461 *	Health Education Program Administration	4

### Concentration Special Requirements

Courses Denoted with an asterisk "\*" serve as Dual Credit courses.





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**Page 71-73: Master of Science in Health Sciences**

Update the Master of Science in Health Sciences program to the following:

### **Master of Science in Health Sciences**

The College of Health and Human Services offers the Master of Science in Health Sciences degree program with a variety of concentrations/specialties. The goal of the program is to provide students with the knowledge and skills needed for effective managerial and leadership careers in various health fields. Students will learn to discern among, implement and evaluate new developments and advances in fields of health sciences. Individuals will learn to balance the needs of health practice within various sociopolitical and economic environments. The program is also designed to provide students with the ability to critically evaluate research findings in applicable fields of practice. The program also promotes educational opportunities for career advancement, employment mobility, and lifelong learning opportunities.

#### **Degree Semester Hour Requirement**

A minimum of 36 to 40 semester hours

#### **Program Learning Outcomes**

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

- Apply theories, concepts, or models within the health sciences field.
- Communicate proficiently within multidisciplinary health-related contexts to general and specialized audiences.
- Assess and use quantitative and qualitative data to address problems in the field of health sciences.
- Critically examine and integrate health-related literature into practice.
- Evaluate data and information to reach a conclusion appropriate to health science practice.
- Integrate diverse perspectives or cultural differences in an appropriate strategy, plan, or course of action within the health sciences field.
- Apply ethical values and practices to health-related decision making and problem solving.

#### **Program Core Courses (20 Semester Hours)**

MHS 504	Scholarly Writing in the Health Sciences	4
RES 500	Research Methods for Health Sciences	4
MHS 502	Cultural Diversity in Health Sciences	4
MHS 506	Biostatistics	4
*MHS 599*	MSHS Integrative Project	4

#### **Program Core Special Instructions**

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

#### **Program Courses or Program Concentrations (16-20 Semester Hours)**

Students must complete either the below Program Courses or one of the following concentrations:



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## Program Courses

EOH 502	Fundamentals of Environmental and Occupational Health	4
MHA 507	Health Care Delivery Systems	4
MHD 504	Health Promotion, Program Planning, Design and Evaluation	4
MPH 522	Public Health Law and Policy	4

## Environmental and Occupational Health and Safety Concentration

### Concentration Introduction

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

### Concentration Learning Outcomes

- Demonstrate comprehensive knowledge of biological, chemical, and physical factors impacting environmental and occupational health and safety.
- Apply knowledge of research design and analytical skills to solve EOHS problems.

### Concentration Core Courses\* (20 Semester Hours)

EOH 502	Fundamentals of Environmental and Occupational Health	4
EOH 508	Environmental and Occupational Health Administration	4
EOH 510	Environmental and Occupational Health Regulations and Standards	4
MIH 521	Health Program Evaluation	4
MIH 527	Environmental Health Assessment	4

## Health Education Concentration

### Concentration Introduction

The Trident University College of Health and Human Services offers the Master of Science in Health Sciences degree program with a concentration in Health Education. The goal of the program is to prepare its graduates to work effectively as health educators by gaining knowledge and skills in the following areas: health behavior theory, program planning, implementation, and evaluation, written communication, and cultural competence.

### Concentration Learning Outcomes

- Assess community health education needs.
- Develop a health education program using best practices and model interventions.
- Develop a health program evaluation plan.
- Develop a plan for establishing and maintaining health partnerships and for program sustainability.

### Concentration Core Courses (20 Semester Hours)

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

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MHD 521	Perspectives in Community Health Education	4
MHD 561	Health Education Program Administration	4
MIH 521	Health Program Evaluation	4

### **Public Health Concentration**

#### Concentration Introduction

The Trident University College of Health and Human Services offers the Master of Science in Health Sciences degree program with a concentration in Public Health. The goal of the program is to prepare students for careers in the public health field, as well as advanced doctoral studies. Upon successful completion of the MSHS Public Health concentration, students will (a) attain knowledge in public health sciences and research methods, (b) apply knowledge, theories, and concepts to the public health field, (b) demonstrate effective written communication skills, and (d) apply cultural sensitivity and awareness.

#### Concentration Learning Outcomes

- Demonstrate comprehensive knowledge of factors and determinants of public health.
- Utilize epidemiological data and information to analyze public health problems.
- Apply knowledge of research methods to solve public health problems.

#### Concentration Core Courses (20 Semester Hours)

EOH 502	Fundamentals of Environmental and Occupational Health	4
MHA 507	Health Care Delivery Systems	4
MHD 521	Perspectives in Community Health Education	4
MPH 504	Epidemiology	4
MPH 522	Public Health Law and Policy	4

### **Page 105: BHD – Health Education Course Descriptions**

Add the following course descriptions:

#### BHD 404 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. Note: BSHS students who continue to the MSHS degree program can apply credit from this course toward MHD 504 (per conditions stated in the catalog). *Prerequisite: all program core courses*

#### BHD 421 Perspectives in Community Health Education

The course presents an overview of community health practices, healthy communities, Healthy People 2020, school-based health programs and services, power of prevention in controlling chronic diseases to improve quality of health, and role of public and community health nutritionists as community health educators. Note: BSHS students who continue to the MSHS degree program can apply credit from this course toward MHD 521 (per conditions stated in the catalog). *Prerequisite: all program core courses*

#### BHD 461 Health Education Program Administration

In this course, students explore strategies for mobilizing and sustaining community support and partnerships, examine leadership and supervision styles, consider approaches for optimizing health education program quality; and are introduced to the grant-seeking process as it pertains to health



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education programs. Note: BSHS students who continue to the MSHS degree program can apply credit from this course toward MHD 561 (per conditions stated in the catalog). *Prerequisite: all program core courses*

#### **Page 111: BPH – Public Health Course Descriptions**

Add the following course description:

##### BPH 422 Public Health Law and Policy

The purpose of this course is to explore the legal and ethical aspects of public health, public health policy, as well as the economic implications of public health laws and policies. Note: BSHS students who continue to the MSHS degree program can apply credit from this course toward MPH 522 (per conditions stated in the catalog). *Prerequisite: all program core courses*

#### **Page 48: DEL – Educational Leadership**

Add the following course descriptions:

##### 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: DEL 600*

##### DEL 622 Dissertation Research

The purpose of this course is to develop the study design and conceptual framework that will guide students through completing the qualifying exam. Successful completion of this course determines advancement to DEL699.

#### **Page 139: EOH – Environment and Occupational Health Course Descriptions**

Add the following course descriptions:

##### EOH 402 Fundamentals of Environmental and Occupational Health

The course presents an overview of the fundamental concepts in environmental and occupational health sciences. Topics include the sources, pathways of exposure, and methods of control of the principal physical, chemical, and biologic factors that impact human health in ambient, indoor, and occupational environments. The course emphasizes the fundamental theory, principles, and practices of industrial hygiene with topics that include the principles of recognition, evaluation, and control of hazards in the workplace. Note: BSHS students who continue to the MSHS degree program can apply credit from this course toward EOH 502 (per conditions stated in the catalog). *Prerequisite: all program core courses*

##### EOH 408 Environmental and Occupational Health Administration

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



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from this course toward EOH 508 (per conditions stated in the catalog). *Prerequisite: all program core courses*

#### EOH 410 Environmental and Occupational Health Regulations and Standards

The course emphasizes the critical analysis of current literature related to environmental and occupational health programs, regulations and standard settings. The course discusses the aspects of environmental and occupational health law and the legal system in the United States which are necessary for comprehension of governmental regulation and enforcement in the field. The regulatory framework that has been established to prevent or control environmental and occupational health risks is examined. Current environmental health regulations and the efficacy of enforcement by government agencies at the local, state, and national levels are discussed. Note: BSHS students who continue to the MSHS degree program can apply credit from this course toward EOH 510 (per conditions stated in the catalog). *Prerequisite: all program core courses*

#### **Page 137: EDD – Doctor of Education Course Descriptions**

Update the following course description:

##### EDD 700 Dissertation Supervision III

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

This course will guide students through the process of revising, editing, and organizing the three-articles they have previously written in the course of this program. EDD 700 culminates in a dissertation defense.

Course extensions are not permitted in this course. Students who do not complete the dissertation defense while enrolled in EDD 700 will enroll in Dissertation Continuation.

Add the following course description:

##### EDD 703 Dissertation Continuation

This course offers doctoral students an additional session to complete the requirements for the dissertation. Enrollment in the course is subject to approval by the Director of Doctoral Studies. This course may be repeated once.

#### **Page 183: MHM – Healthcare Management Course Descriptions**

Remove the following course description:

##### MHM 465 Introduction to Quality Assurance

This course provides a survey of Utilization Review, Utilization Management, Case Management, Total Quality Management and Risk Management. The student will explore the various elements and activities that healthcare organizations engage in to assess and ensure quality. The course will also explore the various aspects of the meaning of quality in healthcare as a basis for developing a commitment to improving quality. This course is equivalent to MHM 505. *Prerequisite: Student must be accepted to the Bachelor's to Master's Dual Credit Program.*



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## Page 183: NCM – Conflict Resolution Management Course Descriptions

Add the following course description:

### NCM 401 Foundations of Conflict Resolution Management

As conflict is an integral part of our personal and professional lives, the purpose of this course is threefold—first, to understand the underlying sources of conflict and the way conflict is manifested at the personal, organizational, national, and international levels; second, to present the various conflict management approaches open before us and the human behaviors associated with conflict and conflict resolution; and third, to enhance our understanding of the most constructive business and organizational resolution approaches; namely, negotiation, mediation, and arbitration. Note: BSHS students who continue to the MSHA degree program can apply credit from this course toward NCM 501 (per conditions stated in the catalog). *Prerequisite: all program core courses*

Remove the following course description:

### NCM 465 Foundations of Conflict Resolution Management

This course is intended to further widen and complete the scope of master's degree studies in general, and to serve as a primary course for students wishing to concentrate in this field in particular. As conflict is an integral part of our personal and professional lives, the purpose of this course is threefold—first, to understand the underlying sources of conflict and the way conflict is manifested at the personal, organizational, national, and international levels; second, to present the various conflict management approaches open before us and the human behaviors associated with conflict and conflict resolution; and third, to enhance our understanding of the most constructive business and organizational resolution approaches; namely, negotiation, mediation, and arbitration. This course is equivalent to NCM 501. *Prerequisite: Student must be accepted to the Bachelor's to Master's Dual Credit Program.*

## Page 103-191: Course Descriptions – Courses being placed on Teach-Out

Remove the following courses:

### BHE 302 Introduction to Health Education

The history of health education and contemporary issues in health education are discussed. The 7 areas of responsibility for health educators are presented, and their use in relation to program planning is outlined. **Prerequisites:** *All program core courses*

### BHE 314 Environmental Health and Safety

This course provides an assessment of health and safety issues in the home and community from a life cycle perspective. The role of the multi-sectoral team and the relationship between health, disease, and society is explored. Risk and resilience are discussed as they apply to individuals and communities. Implications for family teaching and community health programs are included.

### BHE 324 Principles of Teaching

Strategies and methods of teaching must be adapted to meet the needs of clients, communities, and populations by taking into consideration individual, cultural, and social factors that influence learning and health behaviors. Theories and principles that support the design and delivery of effective health



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education are explored. Development of teaching plans and assessment of educational effectiveness are included. **Prerequisites:** *All program core courses*

#### BHE 402 Advanced Health Education

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

#### BHE 411 Human Nutrition

Fundamentals of normal nutrition, carbohydrates, proteins, fats, vitamins, minerals and their roles in human metabolism as well as nutrition and the life cycle are presented and explored. *Prerequisites: All program core courses*

#### BHE 415 Community and Domestic Violence

This course explores violence in society, with focus at the community level and on families and individuals. Various types of violence are addressed, including psychosocial etiologies and interventions.

#### BHM 411 Issues in Long Term Care

This course will identify and explore the issues impacting delivery of long-term care in the United States. The dimensions of long-term care as well as the methods of financing will be explored. *Prerequisites: All program core courses*

#### BHM 443 Legal Aspects of Health Care

In this course, students explore the relationship between law and health care. Legal rights and duties of patients and providers of health services are discussed. Topics include hospital liability, hospital-physician relationships, patients' right and informed consent, privacy and confidentiality, malpractice, negligence and "the right to die". *Prerequisites: All program core courses*

#### BHS 312 Principles of Management

The purpose of this course is to explore contemporary knowledge in management designed to develop and improve managerial skills. The course focuses on three broad tasks of management: managing strategy, managing structure, and managing people. Students will develop skills in strategic planning, operational design, and using change as a positive force. While students may choose not to enter the ranks of management, everyone is impacted by managerial decisions, whether at work, through government, or in social organizations. A better understanding of managerial tasks and processes can benefit all organizational participants, managerial and non-managerial alike. Mastery of these skills will be demonstrated by the student through the completion of a Session Long Project.

#### BHS 365 Ethics in Health Care

This course explores the foundations of the health care profession from an ethical perspective. Investigates current ethical issues and applies ethical theories and principles to the resolution of ethical dilemmas. Promotes currency and excellence in professional practice and fosters moral/ethical decision making. Topics covered include privacy and confidentiality, reproductive rights, medical futility and allocation of scarce resources, and end-of-life decision making. **Prerequisites:** *BHE 226; ENG 102*



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### BHS 411 Issues of Terrorism

This course examines the history and types of terrorism, various terrorist groups, and issues of terrorism as they relate to the planners and responders at the local level. Concepts of planning for a terrorist incident are presented with an emphasis on the integration of emergency operation plans.

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

### BHS 412 Disaster Relief

The course provides the student with an understanding of the mission and operations of relief organizations. The relationship between local, state, and federal disaster relief operations are presented and discussed. In addition, international relief organizations and their operations and management structure are discussed. The students will be able to plan, organize, and implement a relief effort using an existing plan and how it is implemented in disaster response and recovery operations. Disaster relief assessment methods and tools for estimating disaster response and recovery needs are presented with an emphasis on protection of the public's health.

### BHS 413 Survey of Emergency and Disaster Management

Examines the multi-faceted issues of developing, planning, organizing, and managing disaster programs at the local level. The core components of a disaster program will be included: hazard and vulnerability analysis, mitigation and prevention, preparedness, response, and recovery. **Prerequisites:** *All program core courses*

### BHS 417 Emergency Planning and Operation

The course deals with the four core methodologies involved in emergency preparedness and response: Emergency Contingency Planning, Emergency Operation Planning, Incident Action Planning, and Demobilization Planning—the before, during, and after phases of emergency planning and management. The course emphasizes the importance of political, interagency, and multi-jurisdictional issues as well as incident stress. Emergency Operations examines the roles of fire, police, emergency medical services, and other public agencies and volunteer groups like the Red Cross in emergency situations and disasters. The course focuses on the fundamental operational principles involved in emergency and disaster management, identifying the problems most typically encountered in the field, and developing effective responses. **Prerequisites:** *All program core courses*

### BHS 419 Risk Assessment

Environmental risk assessments are a tool to determine if contaminant releases, either current or future, pose unacceptable risk to human health or the environment. They are performed under Superfund regulations to support decision-makers in the selection of the cost-effective, risk-reducing cleanup decisions. In addition, risk assessments evaluate disposal criteria for landfills and the allowable emissions from process equipment. The guidance for risk assessment is provided by federal and state agencies. In this course, the focus will be on the methods established by the U.S. EPA to calculate the risk posed to human health under Superfund and other federal regulations. In addition, the fundamentals of management of risks will be presented.





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### BHS 432 Vector Control

This course focuses on the fundamentals of controlling insect and rodent disease vectors in the community. The history of vector borne diseases such as the "Black Plague" and the importance of controlling them are discussed. Descriptions and characteristics of the important disease vectors, such as mosquitoes, rats, mice, cockroaches, etc., are covered in depth. Methods used to control various disease vectors and information of developing a community-based vector control program are also presented. **Prerequisites:** BHE 314; BHS 350

### BHS 433 Water Quality

This course covers the parameters of water quality for water found in natural settings such as surface waters and ground water, as well as water used for drinking water purposes. Laws and regulations for the protection of water sources and the treatment of water for human consumption are presented. Human health aspects of water contamination are covered. Water treatment and other water quality management tools are discussed. **Prerequisites:** BHE 314; BHS 350

### BHS 434 Industrial Hygiene and Occupational Health

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

### BHS 436 Food Protection

This course presents the key principles of food protection and provides an understanding of food protection regulations. Current trends and issues in food protection and safety are also discussed. Foodborne illnesses and measures that must be taken to prevent them are covered in depth. Food protection problems associated with food workers, control of foodborne pathogens and sources of chemical and physical hazards are also presented. **Prerequisites:** BHE 314; BHS 350

### BHS 438 Hazardous Materials

This course covers the types of materials that are considered to be hazardous by virtue of the threat to human health and safety, and/or property when handled, stored, or transported. Methods of hazardous waste remediation are presented in the course. Requirements for compliance with Federal and State regulations, such as the Resource Conservation and Recovery Act (RCRA), and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), are also discussed. **Prerequisites:** BHE 314; BHS 350

### CHS 200 Critical Thinking for Health Care Professionals

The purpose of this course is to help the health sciences student learn to use evaluative frameworks and develop a set of critical attitudes and reasoning skills. The student will learn how asking critical questions can move him/her forward in evaluating the information and arguments encountered and in arriving at his/her own opinions and decisions. The course will help the student become more conscious about thinking, reasoning, problem solving and the literacy abilities needed for academic and career success in the health professions. Course assignments emphasize the development of critical thinking



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skills, written communication skills, self-awareness, and professional values that are fundamental to the profession.

#### CRA 500 Health Care Delivery Systems

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

#### CSC 101 Technology, Innovation, and Critical Thinking for Computer Science

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

#### EDD 637 Current Issues in E-Learning

Explores E-Learning issues and strategies through comparative analysis. The philosophy of E-Learning as an educational tool and its implementation is included.

#### EDD 645 Current Issues in E-Learning in Higher Education Settings (4)

This seminar will review issues related to the successful implementation and leadership of e-learning in higher education settings. Students will explore issues related to distance learning, non-traditional college students, staff and faculty development, course design, and digital resources.

#### EOH 521 Environmental and Occupational Health Problems

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

#### EOH 531 Environmental and Occupational Epidemiology

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



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#### EOH 541 Occupational Ergonomics

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

#### GHS 502 Fundamentals of Global Health

This course provides a foundation for the study of global health practice. The roles and relationships of entities influencing global health are investigated. Major global health threats and strategies for preventing and responding to these are considered. Health care workforce development barriers are explored as they relate to resource-limited regions of the globe. Methods for strengthening local community capacity and optimizing health program sustainability are examined.

#### GHS 508 Global Health Policy

This course provides an introduction to global health policy concepts and frameworks. Context-specific policy-making processes are considered with respect to their impact on health. Global disease-control initiatives and the policies on which they are based are examined.

#### GHS 510 Global Health Security and Diplomacy

This course explores foreign policy in the context of global health security. The roles of the various stakeholders and interest groups in global health governance and diplomacy are examined. Major issues in global health in relation to foreign policy, trade, climate change, and human rights are considered.

#### GHS 512 Bioterrorism and Human Security

This course explores the complex issues relative to public health preparedness and the response to bioterrorism. Types, history, and use of biological weapons are examined. Psychological effects of the threat and use of biological agents are considered. Epidemiology of bioterrorism diseases is explored. The public health response to bioterrorism is considered.

#### GHS 521 Global Health Economics

This course considers the role of economics in global health. Health care financing and delivery systems of countries of the world are compared and contrasted. Global health metrics and indicators of global disease burden are introduced as are fundamental macroeconomic research methods of analysis. The interrelationship between socioeconomic status and health disparity is examined. The implications of "globalization" for population health are explored.

#### GHS 531 Global Sustainability

This course explores key global issues in sustainability. The relationship between the environment, economy, and global community is examined. Themes to be explored include global citizenship, intergenerational equity, food and water justice, climate change, and energy transition. Challenges for the developed and developing world will be considered as will the role of technology in alleviating these.

#### MAT 202 Advanced Mathematics

This course on advanced mathematics has a heavy emphasis on calculus, which is widely used in the social and natural sciences for a wide variety of purposes. One of the main topics is the derivative, which



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is used for optimizing various problems including maximization of profits or increasing efficiency of various mechanical operations. Another topic is integration, which has numerous real world applications as well.

#### MHD 531 Aging and Health Education

The course explores the demographics and ethnic changes in the U.S. elderly population, and important physical and mental health concerns at older ages. Behavioral aspects related to better health and disease prevention, and implications for health education and promotion are discussed. Students will analyze and discuss various health promotion, health education, and disease prevention programs designed for older adults

#### MHD 541 Mental Health and Society

This course overviews the history of mental health and mental illness as concepts in society, in both the lay and professional spheres. It examines the current perspectives on, and systems of, classifying and treating mental illness. Research and theory relating to onset, course, and recovery from mental illness will be examined and evaluated. The course also introduces the student to community and public mental health principles and practice, as well as the roles and functions of public health officials and policy makers. The student will learn about philosophies of prevention in all its phases. The relationship of mental health to physical health and social, cultural, political and other forces will be examined. The public health and socio-economic consequences of mental illness will also be explored.

#### MHD 551 Teenage Pregnancy and Early Parenting

This course presents an introduction to psychosocial and cultural issues related to early pregnancy and parenting as prevention and support issues for teens seeking to delay sexual activity or prevent pregnancy. The student will gain an understanding of the psychological issues of modern adolescents in terms of biological, social and cultural forces that influence teen mental health and behavior. The course will also include sociological and historical information about early pregnancy and parenting. It is intended that this information will be relevant and useful to professionals in the health sciences including direct service providers, administrators and educators. This course is presented from a practical, pragmatic and non-denominational stance. Your instructor understands that according to your conscience you may choose not to serve young people in facilities that provide abortion counseling or services. The information that is presented here is designed to help you educate teenagers to effectively prevent pregnancy - not to change your mind about an emotional topic like abortion. It is important to promote EFFECTIVE sexuality education in order to lower the rates of abortion, and that is part of the agenda.

#### MIH 512 Demography and Health

This course presents an overview of demography and population processes, including fertility, mortality, morbidity, and migration. Sources of reliable population data and the use of key data as status indicators, predictors, and correlates are included. An in-depth study of factors that impact the rate of migration, the determination of a population's age/sex structure is also presented.



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### MPH 502 Introduction to Public Health

This course is designed to provide students with a strong basis in fundamental and contemporary issues pertaining to the field of Public Health. Emphasis is placed on the control and prevention of communicable and chronic conditions, occupational health, environmental health issues, and violence as a public health problem. Students will also learn about the organization of health systems in the United States and other countries and will familiarize themselves with basic administrative and legal issues important for Public Health practice.

### MPH 503 Infertility and Public Health

The course explores the public health dimensions of infertility in the twenty-first century. Epidemiological trends, infertility treatment, and family-building alternatives are explored. Social, ethical, and legal implications are considered.

### STS 401 Business Statistics

This course presents modern statistical analysis techniques to student to enable them to make better business decisions. Students will learn what data is and how to categorize it, how to measure data using differing scales of measurement, how to compute and use probabilities, how to develop and test hypotheses, and the value of using simple and multiple regression analysis to assist with business decisions. The students will have a comprehensive understanding of the logic patterns associated with statistical analysis and the value of statistical analysis to business decision making.



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## Teach – Out Programs, Certificates and Courses

### Teach – Out Programs and Certificates

All programs and certificates in the tables listed below continue to be offered by Trident in compliance with all accrediting and regulatory entities. These programs and certificates are not offered to new students. All students admitted to a program or certificate prior to the program or certificate being placed on teach-out will be able to complete the program they were admitted to.

#### College of Health and Human Services

Degree Program	Concentrations
Doctor of Philosophy in Health Sciences	<ul style="list-style-type: none"><li>• Health Education</li><li>• Public Health</li></ul>

#### Certificate and Other Programs

Graduate Certificates	<ul style="list-style-type: none"><li>• Public Health</li></ul>
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### Teach – Out Courses

All courses listed below continue to be continue by Trident in compliance with all accrediting and regulatory entities. These courses will not be offered to new students. If a retired course is still required to complete a current student’s degree, either a pre-approved substitution will replace that course on the student’s degree plan or Trident will work with the student to determine an appropriate substitution.



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### Page 194: Teach-Out Courses

Add the following courses to the courses on Teach-Out with a tentative retirement date of Spring 2017:

BHE 302 Introduction to Health Education  
BHE 314 Environmental Health and Safety  
BHE 324 Principles of Teaching  
BHE 402 Advanced Health Education  
BHE 411 Human Nutrition  
BHE 415 Community and Domestic Violence  
BHM 411 Issues in Long Term Care  
BHM 443 Legal Aspects of Health Care  
BHS 312 Principles of Management  
BHS 365 Ethics in Health Care  
BHS 411 Issues of Terrorism  
BHS 412 Disaster Relief  
BHS 413 Survey of Emergency and Disaster Management  
BHS 417 Emergency Planning and Operation  
BHS 419 Risk Assessment  
BHS 432 Vector Control  
BHS 433 Water Quality  
BHS 434 Industrial Hygiene and Occupational Health  
BHS 436 Food Protection  
BHS 438 Hazardous Materials  
CHS 200 Critical Thinking for Health Care Professionals  
CRA 500 Health Care Delivery Systems  
CSC 101 Technology, Innovation, and Critical Thinking for Computer Science  
EDD 637 Current Issues in E-Learning  
EDD 645 Current Issues in E-Learning in Higher Education Settings  
EOH 521 Environmental and Occupational Health Problems  
EOH 531 Environmental and Occupational Epidemiology  
EOH 541 Occupational Ergonomics  
GHS 502 Fundamentals of Global Health  
GHS 508 Global Health Policy  
GHS 510 Global Health Security and Diplomacy  
GHS 512 Bioterrorism and Human Security  
GHS 521 Global Health Economics  
GHS 531 Global Sustainability  
MAT 202 Advanced Mathematics  
MHD 531 Aging and Health Education  
MHD 541 Mental Health and Society  
MHD 551 Teenage Pregnancy and Early Parenting  
MIH 512 Demography and Health  
MPH 502 Introduction to Public Health  
MPH 503 Infertility and Public Health  
STS 401 Business Statistics



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## Policy Handbook

Effective the Winter 2017 and January 2017 Fastrac session, the following sections of the Policy Handbook 2016-2017 Trident University Catalog have been amended/added:

**Page 16: Transfer of Credit – Professional, Technical, and Vocational Credit**

Update the Transfer of Credit – Professional, Technical, and Vocational Credit to the following:

Trident recognizes the value in the variety of ways in which learning occurs. Professional, Technical, and Vocational (PROTEC) credits earned with passing grades may be transferred and applied as undergraduate general elective credit up to a maximum of 28 semester hours. Transfer credits earned at a nationally accredited institution that are not directly articulated to a course or general education competency will be considered PROTEC credit, with the exception of credits earned at institutions accredited by the [Distance Education Accrediting Commission](#) (DEAC). Credit earned at such institutions will be transferred in the same manner as credit from universities and colleges accredited by regional accreditors.

**Page 67: Academic Renewal Policy**

Include the following Academic Renewal Policy after Course Extension Policy:

The purpose of academic renewal is to provide students a process to remove credit hours previously earned that reflect poor and unsatisfactory academic performance that cannot be remedied with the two repeat-and-cancel policy. Academic renewal permits a former student to resume study with an opportunity to graduate in spite of past unsatisfactory scholarship. Academic renewal only applies to coursework taken at Trident and requires repeating of the previously failed courses. The student will be responsible for meeting with the Student Success Advisor and Dean or Dean's designee prior to submitting a request for academic renewal.

The following conditions must apply for academic renewal to be considered:

- The student must have a cumulative GPA below 2.00 for undergraduate students and 3.0 for graduate students.
- Only grades of “D” or lower will be considered for academic renewal for an undergraduate student. Only grades of “C+” or lower will be considered for academic renewal for a graduate student.
- The student has not previously received academic renewal and forgiveness.
- The student must wait at least one year after the coursework was completed to apply for academic renewal. During that year, the student cannot be enrolled in courses at Trident University International.
- Upon return, the student must complete a minimum of two courses and:
  - Undergraduate students must earn a minimum grade of “C” in each course with a total GPA of at least a 2.0 in these courses.
  - Graduate or doctoral students must earn a minimum grade of “B” in each course with a total GPA of at least a 3.0 in these courses.
- The student must obtain approval from the student's Dean or Dean's designee.





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To be considered for academic renewal the student must submit a statement that includes the following:

- The reasons why the coursework considered for academic renewal is not reflective of the student's current academic capabilities; and
- Offer proof that the circumstances that led to the series of failing grades have stabilized, and the changed circumstances offer a reasonable probability of success if re-admitted; and
- Appropriate documentation that can support the statement (for example, a release from doctor's care, change in job requirements, etc.); and
- An academic plan developed with the student success advisor and approved by the Dean or Dean's designee; and
- Student's acknowledgment that they may not be able to obtain duplicate financial aid or tuition assistance funding for courses already taken that are subject to academic renewal. For example, if Department of Defense Tuition Assistance (TA) already paid for a course additional TA cannot be sought for the course when repeated. Similarly, Veterans Administration (VA) and Federal Financial Aid (FA) rules, while slightly different, may impose restrictions on duplicate funding for previous courses.

All requests for academic renewal should be submitted to the Office of the Registrar. Requests will be reviewed by the Committee on Academic Standards for final approval. Coursework that has been approved for academic renewal may not be used toward program completion.

The student's official transcript will reflect all courses; however, courses approved for academic renewal will be designated with an "AR" to indicate renewal.



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