2019 - 2020

Academic Programs
2019 - 2020 TRIDENT UNIVERSITY CATALOG

Table of Contents

The Trident University International (Trident) catalog consists of two parts: **Policy Handbook** and **Academic Programs.** Together these documents reflect current academic policies and procedures, program and degree offerings, course descriptions, and other pertinent information. This catalog was prepared based on the best information available at the time of publication. Trident assumes no responsibility for editorial, clerical, and programming errors that may have occurred in the publication of the catalog.

This Academic Programs Catalog, effective the October 2019 Certrac and Fastrac sessions and Fall 2019 session, covers 10/01/2019 to 09/30/2020, and replaces and supersedes the 2018–2019 Academic Catalog and its Addenda.

Pursuant to the Catalog Rights policy, as laws, rules, accreditation standards, and policies change from time to time, the information in this catalog will be updated as deemed appropriate by Trident administration. Any updates will occur quarterly in January, April, and July. Detailed information about what was updated may be found in the appendix of changes at the back of each edition of the catalog.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet (for students with a California residence), which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at (2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 P.O. Box 980818, West Sacramento, CA 95798-0818) , (http://www.bppe.ca.gov/) , ((888) 370-7589 or by fax (916) 263-1897 (916) 431-6959 or by fax (916) 263-1897).

Institutional Learning Outcomes

1. Graduates will be able to build a solid foundation of the common body of knowledge in the discipline. This foundation includes:
   - Terms, concepts and principles of the subject matter.
   - Application of theory and frameworks to a variety of practical / functional situations

2. Graduates will be able to communicate proficiently with others in the field through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences. You'll learn and be required to:
   - Write clearly and cogently.
   - Utilize various media effectively (images, digital technology, and print) to construct sustained, coherent arguments, analytical explanations, narratives, reflections, and/or explications of issues and processes.
   - Speak to general and specialized audiences intelligently, substantively, and confidently

3. Graduates will be able to analyze real-world data and information to solve problems and draw conclusions that are relevant in their daily lives. These problems range from those that arise in academic research to those that involve everyday issues and challenges. Such analyses may include:
   - Using mathematical equations, judging reasonableness, and/or communicating quantitative information via words, graphs, and tables.
   - Considering the power and limitations of quantitative evidence in the evaluation, construction, and communication of arguments in their professional, civic, and personal lives.

4. Graduates will be able to develop and apply information literacy skills. You will be required to:
   - Identify information needs and search for information.
   - Develop retrieval skills and critically evaluate information sources.
   - Effectively utilize information in an ethical and legal manner.

5. Graduates will be able to develop critical thinking skills that will result in the ability of the student to solve problems in their diverse workplaces and fields of study. This will require the growth and development of critical thinking through coursework that requires disciplined thinking supported by evidence, and will involve:
   - Conceptualizing and applying
   - Analyzing, synthesizing, and evaluating information with the purpose of reaching a rational response or conclusion within the proper context.

6. Graduates will be prepared to serve and lead in a diverse world. Programs in all disciplines and degree levels will prepare students to acquire, evaluate, and create knowledge by:
   - Including multiple source materials in courses.
   - Comparing and contrasting differing views.
   - Incorporating multicultural perspectives

7. Graduates will be prepared to function with integrity and make ethical decisions in their workplace and fields of study. Students will be required to:
   - Resolve ethical issues in selected ethical case studies.

- Reflect if their decisions are ethical within the contexts of their workplace and fields of study.
- Compare and contrast different resolutions to ethical issues.

University College

The primary goal of University College is to provide a high-quality general education program. The General Education curriculum prepares students for life as a 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 and Partnerships to develop learning and training opportunities for our corporate and military partners.

University General Education Requirements

The purpose of Trident University's General Education (GE) requirement is to provide the foundation for a well-rounded higher education, allowing graduates from Trident's bachelors programs to better understand how their core curriculum integrates with modern society. The subject areas required for study in the GE program round out the higher education in the more specific, specialized curriculum offered by the University. Areas of study in English Composition, Mathematics, Arts and Humanities, Physical and Biological Sciences, Social and Behavioral Sciences, and Information and Technology Literacy prepare students for a fulfilling life as a responsible citizen.

General Education Learning Outcomes

Upon successful completion of general education requirements students should be able to:

- Acquire, analyze, integrate, and apply information available from many sources.
- Demonstrate effective communications skills.
- Collaborate effectively with others.
- Make decisions in accordance with ethical principles.
- Integrate theoretical knowledge with an empirical, evidence-based view to make optimal real-world decisions.
- Analyze artistic and literary expressions as both the products and the determinants of human culture.
- Retrieve and critically evaluate information from digital media.
- Apply technological tools in the learning process and in real-world scenarios.

Total General Education Semester Hour Requirement

To satisfy the Trident University's GE requirements, students must fulfill course requirements in the six competency areas listed below and complete a minimum of 40 semester hours.

Arts/Humanities	2 courses/8 semester hours if taken at Trident
English Composition	2 courses/8 semester hours if taken at Trident
College Mathematics	1 course/ 4 semester hours if taken at Trident
Physical and Biological Sciences	2 courses/8 semester hours if taken at Trident
Social and Behavioral Sciences	2 courses/8 semester hours if taken at Trident
Information and Technology Literacy	1 course/4 semester hours if taken at Trident

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 414	Cross-Cultural Health Perspectives*	4
BUS 303	Business Communications*	4
ENG 201	American Literature	4
ENG 120	Introduction to Business Writing	4
ETH 101	Introduction to Ethics	4
ETH 301	Business Ethics*	4
HIS 101	Modern World History	4
HIS 201	American History I: Before 1877	4
HIS 202	American History II: 1877 and Beyond	4
HIS 205	History and Impact of the Internet	4
HLS 210	Fundamentals and Ethics of Homeland Security*	4
ITM 434	Business Ethics and Social Issues in Computing*	4
PHI 201	Introduction to Western Philosophy	4
SVC 101	Introduction to Speech and Verbal Communications	4

English Composition (8 Semester Hours)

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

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

Physical and Biological Sciences (8 Semester Hours)

Select two courses from the following options:

ANT 100	Stress and the Human Body	4
ANT 250 I	Anatomy and Physiology I	4
ANT 250 I L	Anatomy and Physiology I Lab	4
ANT 250 II	Anatomy and Physiology II	4
ANT 250 II L	Anatomy and Physiology II Lab	4
BIO 101	Introduction to Biology	4
CHEM 101	General Chemistry I	4
CHEM 101 L	General Chemistry I with Lab	4
CHEM 102	General Chemistry II	4

CHEM 102 L	General Chemistry II with Lab	4
ECOL 100	The Economics of Biodiversity	4
MIC 100	Microbiology	4
MIC 100L	Microbiology Lab	4

Students seeking a Bachelor of Science in Business Administration, Computer Science, or Information Technology Management may satisfy the GE math and science requirements with 8 semester hours of math and 4 semester hours of science.

Social and Behavioral Sciences (8 Semester Hours)

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

TUX 101	Trident University Experience	4
TUX 105	Introduction to Online Education and Learning Technology	4
TUX 301	Trident University Experience for Students in Transition	4

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

BHA 310	Introduction to Legal and Ethical Aspects of Healthcare	4
BHE 200	Essentials of Public Health**	4
BUS 205	Business Law**	4
ECO 220	Principles of Economics	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
CHS 202	Health and Society	4
CSC 416	Information Security and Technology in Society	4

Information and Technology Literacy (4 Semester Hours)

Select <u>one</u> 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
CSC 111	Foundations of Computing and Program Design	4

*Please note that certain programs may require a specific Information and Technology Literacy course to meet this requirement.

General Education Special Instructions

- TUX is an undergraduate requirement for ALL students.
- TUX also satisfies one course from Social and Behavioral Sciences
- TUX 105 is only available to Associate's program students

- TUX 101 is a required course for students transferring with fewer than 30 semester hours.
- TUX 301 is a required course for new students transferring in 30 semester hours or more.

Courses denoted with an asterisk (*) are program requirements that also meet general education competency areas. A general education course that meets a concentration requirement is indicated with a double asterisk (**).

Associate of Science in Professional Studies

The Associate of Science in Professional Studies prepares graduates for entry-level positions in their field and prepares them to transfer into Bachelor-level programs at Trident with junior standing. Our mission is to produce highly competent, ethical, caring professionals who can both manage and effect positive change in 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.

The Associate of Science in Professional Studies requires 60 semester credits. The depth and breadth of the general education requirements along with the professional experience gained though a vocational, technical, or professional certificate program will lead to an associate degree that will prepare students for the workforce and potentially for the next level of education. The AS in Professional Studies degree provides students with a viable academic credential and a clear path towards a Bachelor of Science degree program.

Degree Semester Hour Requirement
A minimum of 60 semester hours

Residency Requirement
A minimum of 15 semester hours must be completed at Trident

Program Learning Outcomes

1. Use technological tools in the learning process in a professional field of study.
2. Apply existing knowledge from a multidisciplinary context to make optimal real-world decisions.
3. Demonstrate effective oral and written communications skills.
4. Make decisions in accordance with ethical principles.
5. Interpret quantitative information in a field of study.
6. Collaborate effectively with others.
7. Recognize diversity, and historic, artistic and literary expressions.

Program Core Courses (32 Semester Hours)
General Education Courses - Please view the University College General Education Requirements page for a list of courses.

Arts/Humanities	1 Course if Taken at Trident	4
Written and Oral Communication	2 Courses if Taken at Trident	8
Quantitative Skills	1 Course if Taken at Trident	4

Physical and Biological Sciences	1 Course if Taken at Trident	4
Social and Behavioral Sciences	2 Courses if Taken at Trident**	8
PRS 299	Capstone Project*	4

Program Core Special Instructions

*PRS 299 must be taken in the student's last session of enrollment in the program. Students must receive a minimum grade of "C" in the undergraduate program capstone course.

**TUX 105 Introduction to Online Education and Learning Technology is a required program course for this competency area.

Program Electives (Semester Hours Vary):

Students entering this program will transfer between 12 and 28 credits from a completed professional certificate, diploma, or from a military occupation or rating. The credits remaining after the General Education and Capstone courses are completed must be satisfied through free electives to bring the total degree credits to 60 Semester Hours. The student's exact number of free electives required will be determined at the time that the transfer credit evaluation is completed by the Registrar's Office.

Glenn R. Jones College of Business

The mission of the Glenn R. Jones College of Business is to help prepare its students to function effectively in a global business environment. Our student-centered philosophy serves those business students who have traditionally been underserved due to limitations of time, distance, and/or occupation. We emphasize the critical analysis and solution-finding of practical business issues and the development of scholarly knowledge in the areas of business and organizational management.

Bachelor of Science in Business Administration

The purpose of the Bachelor of Science in Business Administration program is to help prepare students for entry-level management positions in business, industry, and not-for-profit organizations. Specifically, the program is designed to assist candidates to obtain quality undergraduate-level content expertise in all of the functional areas of business administration plus a specialty area of concentration. This program includes quality undergraduate-level development in business administration areas with special emphasis in global applications and ethical considerations. All students will select four electives that will provide an opportunity to develop special expertise in an area of their interest. All courses are case-based and application based.

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 32 upper division semester hours

General Education Requirement
A minimum of 40 semester hours. See General Education Requirements for details. *Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

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

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

Lower Division Program Requirements (12 Semester Hours)

| ECO 220 | Principles of Economics | 4 |
| MAT 201 | Basic Statistics | 4 |

Program Core Courses (48 Semester Hours)

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	4
FIN 301	Principles of Finance	4
ITM 301	Principles of Information Systems in Business and Organizations	4
MGT 280	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 499	Strategic Management	4
MKT 301	Principles of Marketing	4
OPM 300	Introduction to Operations Management	4

Program Core Special Instructions

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

Required Program Concentration (16 Semester Hours)

BSBA students may choose a no concentration option or a program concentration option. The program concentration option allows for greater specialization in an area of the student's choice.

No Concentration Option

Students will take 16 SH of General Elective courses upon approval of the Associate Dean. (Students must still meet requirement of 32 hours of upper division courses.)

Contract Management Concentration

Concentration Learning Outcomes

- Apply effective communication skills in a business environment.
- Conduct results oriented and academic research to analyze practical contract management problems and issues.
- Assess the ethical implications of contract decisions and actions.
- Apply contract management systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze data and information.

- Utilize data driven analysis in making contracting decisions.

Concentration Core Courses (12 Semester Hours)

CMG 301	Fundamentals of Contract Management/Administration	4
CMG 302	Negotiation, Pricing, and Conflict Resolution	4
CMG 402	Fundamentals of Purchasing and Purchase Management	4

Concentration Elective Courses (4 Semester Hours)

MGT 420	Power, Influence, and Persuasion or non-equivalent business elective	4

General Business Concentration

Concentration Learning Outcomes
- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

Concentration Elective Courses: (16 Semester Hours)
Select four courses from the following options:

CMG 301	Fundamentals of Contract Management/Administration	
CMG 302	Negotiation, Pricing, and Conflict Resolution	4
LOG 301	Introduction to Supply Chain Management	4
MGT 401	Leadership and Change	4
MGT 422	Decision Making for Leaders	4
PRM 301	Introduction to Project Management	4
MGT 407	Principles of Human Resource Management	4
MGT 420	Power, Influence, and Persuasion	4

Human Resource Management Concentration

Concentration Learning Outcomes
- Demonstrate knowledge of Human Resource functions and be able to apply the knowledge to "get, keep, and grow" talent.
- Demonstrate effective communication skills in a business environment.
- Demonstrate knowledge of the basic business functions (accounting, marketing, finance, organizational behavior, strategic management).
- Conduct library/internet research and critically evaluate information sources.
- Demonstrate knowledge of the effects of Human Resource Management on business and society.

- Apply knowledge of cultural issues and diversity to function effectively in global and local business environments.
- Demonstrate knowledge of the ethical implications of business decisions and actions.

Concentration Core Courses (16 Semester Hours)

MGT 407	Principles of Human Resource Management	4
MGT 412	Human Resource Management and Law	4
MGT 411	Advanced Topics in HRM	4
MGT 423	Organizational Development and Change or Elective: Approved Business, Psychology, Sociology, or Behavioral Science courses	4

Information Technology Management Concentration

Concentration Learning Outcomes
- Apply effective communication skills in an information technology environment.
- Conduct results oriented and academic research to analyze practical information technology management problems and issues.
- Assess the ethical implications of information technology management decisions and actions.
- Apply information systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making information technology management decisions.

Concentration Core Courses (16 Semester Hours)

ITM 306	Foundations of Management Information Systems	4
ITM 422	Administering IT Infrastructure	4
ITM 423	Systems Acquisition, Systems Development, and Project Management	4
ITM 490	Capstone in Information Technology Management	4

Concentration Special Instructions

ITM 490	Capstone in Information Technology Management may not be taken until all other concentration courses have been successfully completed. Students who had ITM421 under their degree plan can take ITM306 as a substitution.

Logistics Concentration

Concentration Learning Outcomes
- Apply effective communication skills in a logistical environment.
- Conduct results oriented and academic research to analyze practical logistic problems and issues.
- Assess the ethical implications of logistical decisions and actions.
- Apply logistics systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making logistical decisions.

Concentration Core Courses (16 Semester Hours)

LOG 301	Introduction to Supply Chain Management	4
LOG 302	Operations Management Control	4
LOG 401	Introduction to Global Logistics Management	4
MGT422	Decision Making for Leaders or non-equivalent business elective	4

Management/Leadership Concentration (Special military program for MOS 12/21 service members)

Concentration Learning Outcomes

- Delineate the differences in the roles of managers and leaders in today's global economy while preparing them for the leadership challenges of the future.
- Demonstrate effective written and oral communications at all levels of the organization by identifying guidelines for overcoming cross-cultural communication barriers in a diverse workforce.
- Conduct results oriented and academic research to analyze practical business problems.
- Execute business research by finding, collecting, analyzing and evaluating management/leadership literature and data.
- Utilize critical thinking and research skills in the evaluation of alternative management solutions.
- Analyze the process of dealing with change as midlevel managers working in multinational organizations.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.

Concentration Core Courses (16 Semester Hours)

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

Concentration Special Instructions

MGT 423	Organizational Development and Change may not be taken until all other concentration courses have been successfully completed.

Project Management Concentration

Concentration Learning Outcomes

- Apply effective communication skills in a project management environment.
- Conduct results oriented and academic research to analyze practical project management problems and issues.
- Assess the ethical implications of project management decisions and actions.
- Apply project management systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.

- Utilize data driven analysis in making project management decisions.

Concentration Core Courses (16 Semester Hours)

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

Concentration Special Instructions

PRM 490	Project Management Integration may not be taken until all other concentration courses have been successfully completed

Safety Management Concentration

Program Admissions Requirement

This Army bachelor degree program is specifically designed for those military personnel who have completed or will complete the U.S. Army's CP-12 program.

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 32 upper division semester hours

General Education Requirement

A minimum of 40 semester hours. See General Education Requirements for details. *Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

Program Learning Outcomes

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

- Apply effective communication skills in a business environment.
- Assess the impact of culture and diversity on business practices.
- Assess the ethical implications of business decisions and actions.
- Apply business theories, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making business decisions.
- Analyze the impact of global forces on business practices.

Lower Division Program Requirements

MAT 201	Basic Statistics	4

Program Core Courses (52 Semester Hours)

ACC 403	Principles of Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
ECO 220	Principles of Economics	4
BUS 401	International Business	4
ETH 301	Business Ethics	4
FIN 301	Principles of Finance	4
ITM 301	Principles of Information Systems in Business and Organizations	4
MGT 280	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 499	Strategic Management	4
MKT 301	Principles of Marketing	4
OPM 300	Introduction to Operations Management	4

Program Core Special Instructions

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

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

Concentration Learning Outcomes

- Apply effective communication skills in a safety management environment.
- Conduct results oriented and academic research to analyze practical safety management problems and issues.
- Assess the ethical implications of safety management decisions and actions.
- Apply safety management systems, models, and concepts to guide analysis of problems and situations.
- Use technology to gather and analyze information.
- Utilize data driven analysis in making safety management decisions.

Concentration Core Courses (16 Semester Hours)

SAF 301	Life Safety and Hazard Control *	4
SAF 302	Safety and Occupational Health Management *	4
SAF 401	Risk Management *	4
SAF 490	Safety Management Concentration Capstone Course *	4

Bachelor of Science in Human Resource Management

The Bachelor of Science in Human Resource Management (BSHRM) degree is designed to provide graduates with the knowledge and skills needed for careers in the large and growing human resource field. This degree provides students with a strong business background and an in-depth knowledge of

the Human Resource Management discipline. The Bachelor of Science in Human Resource Management degree teaches practical skills across HR disciplines including staffing, training, HR information systems, benefits, global HRM and more. All courses are case-based and application-based.

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 32 upper division semester hours

General Education Requirement

A minimum of 40 semester hours. See General Education Requirements for details. *Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

Program Learning Outcomes

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

- Demonstrate knowledge of Human Resource functions and be able to apply the knowledge to "get, keep, and grow" talent.
- Demonstrate knowledge of the effects of Human Resource Management on business and society.
- Demonstrate knowledge of the ethical implications of business decisions and actions.
- Demonstrate knowledge of the basic business functions (accounting, marketing, finance, organizational behavior, strategic management).
- Demonstrate effective communication skills in a business environment
- Apply knowledge of cultural issues and diversity to function effectively in global and local business environments.
- Demonstrate knowledge of group dynamics and interpersonal skills needed to be an effective leader and manager.
- Conduct library/internet research and critically evaluate information sources

Lower Division Program Requirements

| ECO 220 | Principles of Economics | 4 |
| MAT 201 | Basic Statistics | 4 |

Program Core Courses (52 Semester Hours)

BUS 303	Business Communication	4
ETH 301	Business Ethics	4
HRM 401	Staffing Organizations	4

HRM 402	Training and Development	4
HRM 403	Global HRM	4
HRM 404	HR Information Systems	4
MGT 280	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MKT 301	Principles of Marketing	4
MGT 407	Principles of Human Resource Management	4
MGT 411	Advanced Topics in Human Resource Management	4
MGT 412	Human Resource Management and Law	4
MGT 491	Capstone in Human Resource Management	4

Program Core Special Instructions

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

Program Elective Courses (16 Semester Hours)

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

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

Bachelor of Science in Leadership

The Bachelor of Science in Leadership (BSL) program provides Trident University International (TUI) graduates with the skills required to ethically lead and effect change in diverse organizational environments, including for profit, not-for-profit, and government applications. The program focuses on exposing students to quality leadership skills and sharpening vital critical thinking, reasoning, information literacy, and communication skills. These skills can be leveraged in students' current roles while enhancing and developing their knowledge and abilities to prepare them for future opportunities.

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 32 upper division semester hours

General Education Requirement

A minimum of 40 semester hours. See General Education Requirements for details. *Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

Program Learning Outcomes

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

- Describe the role of the leader in today's business and government environment and the challenges facing leaders of the future.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.
- Create and assess their own personal leadership development plan.
- Demonstrate effective written and oral communications at all levels of the organization by identifying guidelines for overcoming cross-cultural communication barriers in a diverse workforce.
- Analyze the process of dealing with change as mid-level managers working in multinational organizations or analyze the process of dealing with change as mid-level administrators working in criminal justice agencies.
- Utilize critical thinking and research skills in the evaluation of alternative leadership solutions.
- Conduct academic research to analyze practical business and government problems.

Program Core Courses (36 Semester Hours)

BUS 303	Business Communication	4
ETH 301	Business Ethics	4
MGT 280	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 407	Principles of Human Resource Management	4
MGT 401	Leadership and Change	4
MGT 420	Power, Influence, and Persuasion	4
MGT 422	Decision Making for Leaders	4
LED 402	Leadership Training and Development	4

Required Program Concentration (36 Semester Hours)

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

Interdisciplinary Studies Concentration

The BS Leadership – Interdisciplinary Studies Concentration will offer a comprehensive curriculum that emphasizes integrating knowledge from different perspectives, developing strong analytical and

communication capabilities and problem solving and decision making in creative and innovative ways as well as leadership theory and practice. Students will be prepared to embark upon management and leadership careers within a variety of organizations.

Concentration Core Course (4 Semester Hours)

MGT 423	Organizational Development and Change	4

Concentration Elective Courses (32 Semester Hours)
To be taken from: Social Science, Behavioral Science, Health Science, Technology, and Humanities upon approval of Associate Dean

Concentration Special Instructions

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

Management Concentration

Concentration Introduction
The Bachelor of Science in Leadership – Management Concentration program will offer a comprehensive curriculum of communications, marketing, economics, general management, organizational behavior, ethics, team building, understanding of finance, and leadership theory and practice.

Lower Division Concentration Requirements (4 Semester Hours)

MAT 201	Basic Statistics	4

Concentration Core Courses (24 Semester Hours)

MKT 301	Principles of Marketing	4
ITM 301	Principles of Information Systems in Business and Organizations	4
BUS 401	International Business	4
CMG 302	Negotiation, Pricing and Conflict Resolution	4
PRM 301	Introduction to Project Management	4
MGT423	Organizational Development and Change	4

Concentration Elective Courses (8 Semester Hours)
Select two courses from the following options:

MGT 412	Human Resource Management and Law	4
LOG 302	Operations Management Control	4

Or non-equivalent University electives: To be taken from: Social Science, Behavioral Science, Health Science, Technology, and Humanities upon approval of Associate Dean

Concentration Special Instructions

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

College of Business Dual Credit Options

The Glenn R. Jones College of Business dual credit options are designed to allow qualified undergraduate students to replace up to three courses in their bachelor's program with graduate courses thus shortening the overall time to earn both a bachelor's and a master's. Please refer to the Dual Credit policy in the 2018/2019 Policy Handbook for more program requirements. Students in a dual credit option are encouraged to work with their Admissions and Student Success Advisors throughout the program to ensure that they continue to meet the requirements for enrollment into the program and enroll in courses in the appropriate sequence.

Admissions Requirements

Students are admitted to the program at the undergraduate level only. In order to proceed into the graduate level courses, students must have earned 90 semester hours of undergraduate credit and have a minimum GPA of 2.75. The 90 semester-hour requirement can be met either at Trident or through transfer. Students who do not meet this threshold by the time they are required to complete the graduate level courses will be required to change to the No Concentration version of the program.

Dual Credit Courses

Bachelor of Science in Human Resource Management to Master of Science in Human Resource Management	
Graduate course	Original Core Course
ETH501 – Business Ethics	HRM403 – Global HRM
MGT511 – Advanced Topics in HRM	MGT411 – Advanced Topics in HRM
MGT516 – Legal Implications in HRM	MGT412 – HRM and the Law

Bachelor of Science in Business Administration to Master of Business Administration	
Graduate course	Original Core Course
ETH501 – Business Ethics	BUS401 – International Business
FIN501 – Strategic Finance	FIN301 – Principles of Finance
MKT501 – Strategic Marketing	MKT301 – Principles of Marketing

Bachelor of Science in Leadership to Master of Science in Leadership	
Graduate course	Original Core Course
ETH501 – Business Ethics	MGT422 – Decision Making for Leadership

MGT506 – Strategic Leadership	MGT401 – Leadership and Change
LED514 – Mentoring and Developing Employees	LED402 – Leadership Training and Development

Master of Business Administration

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.

Degree Semester Hour Requirement
36 to 48 semester hours
*Semester hours vary depending on whether a concentration or no concentration option is selected

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)

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

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

Program Core Special Instructions

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

Program Concentration Option (12 Semester Hours)

Students may choose to complete just the Program Core or to complete one of the optional concentrations below:

Conflict and Negotiation Management Concentration

Concentration Learning Outcomes

Function at the professional middle management level in the field of conflict and negotiation management.

- Demonstrate effective written communication in advanced conflict and negotiation environments.
- Perform critical analysis of complex situations within the conflict and negotiation management field and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations within the conflict and negotiation management field.
- Marshal and manage relevant resources within the conflict and negotiation management field particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of conflict and negotiation management.
- Demonstrate awareness of and work effectively in a diverse organization within the conflict and negotiation management field.
- Recognize, analyze, and confront ethical and social responsibility issues in the conflict and negotiation management field.

Concentration Core Courses (12 Semester Hours)

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

General Management Concentration

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 courses from the following options:

BUS 503	Organizational Change and Transformation	4
LED 520	Cross-Cultural Communication and Leadership	4
MGT 506	Strategic Leadership	4
MGT 509	Human Resource Management	4
OPM 500	Operations Management for Managers	4

Human Resource Management Concentration

Concentration Learning Outcomes

- Function at the professional middle management level in the human resource management field.
- Demonstrate effective written communication in an advanced human resource management environment.
- Perform critical analysis of complex situations in human resource management and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in human resource management.
- Marshal and manage relevant resources in human resource management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of human resource management.
- Demonstrate awareness of and work effectively in a diverse organization as a human resource management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in human resource management.

Concentration Core Courses (12 Semester Hours)

MGT 509	Human Resource Management	4
MGT 511	Advanced Topics in Human Resource Management	4
MGT 516	Legal Implications in Human Resource Management	4

Information Security and Digital Assurance Management Concentration

Concentration Learning Outcomes

- Function at the professional middle management level in the Information Security and Digital Assurance management field.
- Demonstrate effective written communication in an advanced Information Security and Digital Assurance environment.
- Perform critical analysis of complex situations in Information Security and Digital Assurance management and offer and evaluate alternative solutions to protect information.
- Apply business knowledge, concepts, and frameworks to dynamic situations in Information Security and Digital Assurance management.
- Marshal and manage relevant resources in Information Security and Digital Assurance management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of Information Security and Digital Assurance management.
- Demonstrate awareness of and work effectively in a diverse organization as an Information Security and Digital Assurance management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in Information Security and Digital Assurance management.

Concentration Core Courses (12 Semester Hours)

ITM 517	Information Security Overview for Managers and Policy Makers	4
ITM 527	IT Security and Disaster Recovery Management	4
ITM 537	Principles of Information Security Auditing and Digital Forensics	4

Information Technology Management Concentration

Concentration Learning Outcomes

- Function at the professional middle management level in the information technology management field.
- Demonstrate effective written communication in an advanced information technology management environment.
- Perform critical analysis of complex situations in information technology management and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in information technology management.
- Marshal and manage relevant resources in information technology management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of information technology management.
- Demonstrate awareness of and work effectively in a diverse organization as an information technology management specialist.

- Recognize, analyze, and confront ethical and social responsibility issues in information technology management.

Concentration Core Courses (12 Semester Hours)

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

Logistics Concentration

Concentration Learning Outcomes

- Function at the professional middle management level in the logistics field.
- Demonstrate effective written communication in an advanced logistics environment.
- Perform critical analysis of complex situations within the logistics field and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations within logistics systems.
- Marshal and manage relevant resources within logistics systems particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of logistics.
- Demonstrate awareness of and work effectively in a diverse organization within the logistics field.
- Recognize, analyze, and confront ethical and social responsibility issues in the logistics field.

Concentration Core Courses (12 Semester Hours)

LOG 501	Managing the Supply Chain	4

Concentration Elective Courses
Select two courses from the following options:

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

Safety Management Concentration

Concentration Learning Outcomes

- Function at the professional middle management level in the safety management field.
- Demonstrate effective written communication in an advanced safety management environment.
- Perform critical analysis of complex situations in safety and offer and evaluate alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in safety management.

- Marshal and manage relevant resources in safety management particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of safety management.
- Demonstrate awareness of and work effectively in a diverse organization as a safety management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in safety management.

Concentration Core Courses (12 Semester Hours)

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

Strategic Leadership Concentration

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

LED 520	Cross-Cultural Communication and Leadership	4
MGT 506	Strategic Leadership	4
MGT 508	Leadership of Teams	4
NCM 512	Negotiation Strategies	4

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

The Glenn R. Jones College of Business and the College of Health and Human Services have joined forces to offer a program that results in the conferral of both a Master of Business Administration (MBA) degree and a Master of Science in Health Administration (MSHA) degree.

- The student needs to apply specifically to the dual degree program when applying to the university.
- The MSHA/MBA degree requires total of 64 semester hours, 32 semester hours from each program. The student may choose which program he/she completes first. However, students without an undergraduate degree in Business Administration should complete the MSHA program courses first.
- Dual degree students must satisfy the curriculum and graduation requirements of both the MBA and MSHA programs and follow their degree plan.
- MHA 599 is based on the required core courses of both degree programs. The culminating experience entails synthesis and integration of all previously learnt materials but is focused on implementation to and within a real-world healthcare (service oriented) setting. MHA 599 must be the last course taken after the required courses in both the MSHA and the MBA program have been taken.
- Students withdrawing from the dual degree program before completing both degrees will only receive credit toward graduation for such courses that qualify toward a single degree program. In this situation, students will take the capstone course for the single degree program they wish to complete (MHA599 for the MSHA or MGT599 for the MBA
- The MBA and MSHA degrees will be awarded upon successful completion of the requirements of the entire dual degree program.

Degree Semester Hour Requirement

A minimum of 64 semester hours

MSHA Program Learning Outcomes

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

MBA Program Learning Outcomes

- Identify and apply appropriate quantitative and qualitative business models to evaluate business performance and solve complex organizational problems.
- Generate business plans at the corporate, business unit, and functional levels.
- Conduct business research by finding, collecting, analyzing, and evaluating business data.

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

Program Core Courses (64 Semester Hours)

Note: Courses are listed in Academic Sequence

MHA 506	Health Care Systems Organization	4
MHA 507	Health Care Delivery Systems	4
MHM 502	Health Care Finance	4
MHM 522	Legal Aspects of Health Administration	4
MHM 525	Marketing in Health Care	4
MHM 514	Health Information Systems	4
MHM 505	Introduction to Quality Assurance	4
ETH 501	Business Ethics	4
MGT 501	Management and Organizational Behavior	4
BUS 520	Business Analytics and Decision Making	4
ACC 501	Accounting for Decision Making	4
FIN 501	Strategic Corporate Finance	4
BUS 530	Managerial Economics	4
MKT 501	Strategic Marketing	4
OPM 500	Operation Management for Managers	4
MHA 599	Capstone Course	4

Program Core Special Instructions

MHA 599   Capstone Course must be taken in final session.

Master of Science in Human Resource Management

The Master of Science in Human Resource Management (MSHRM) prepares adult learners to implement and lead talent management programs nationally and globally. Students acquire a business foundation while developing in-depth knowledge of the strategic importance of HRM contributing to organizational goals. Using an applied, evidence-based approach, the program is intended for all adults who either work or aspire to work in the field of HRM. In addition, anyone working in management will benefit

from knowing how human resource practices such as talent recruitment, talent development, performance management, and employee compensation can contribute to the effectiveness of day-to-day operations as well as achieving strategic goals. Upon program completion, graduates will be prepared to design and implement effective HR systems to achieve well-defined business outcomes. The MSHRM program is formally recognized by the Society for Human Resource Management (SHRM) for its alignment with SHRM curriculum guidelines.

Degree Semester Hour Requirement

A minimum of 36 semester hours

Program Learning Outcomes

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

- Identify and apply appropriate quantitative metrics measurement and qualitative business models to:
    - Evaluate human resource management systems performance.
    - Solve complex problems and ethical dilemmas in human resource management.
- Conduct library/internet research and critically evaluate information sources.
- Demonstrate effective written and oral communications at all levels of the organization.
- Analyze complex human resource situations, integrate ethical decision making and offer and evaluate alternative solutions to problems and decisions.
- Evaluate metrics and other information representing diverse perspectives, conflicting evidence, competing interests and priorities and determine an ethical, optimal course of action.
- Apply a strategic systems perspective to improve, integrate and align human resource management goals and objectives with the organization's overall strategic goals to add value.
- Execute human resource management research by finding, collecting, measuring and evaluating human resource management systems data.
- Apply up to date HRM systems, processes and procedures within all sizes of organizations.
- Demonstrate the ability to assess cultural, international and/or global perspectives relating to the management of human resources.

Program Core Courses (36 Semester Hours)

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

Program Core Special Instructions

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

Master of Science in Leadership

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

Degree Semester Hour Requirement
A minimum of 36 semester hours

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

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

Program Core Courses (32 Semester Hours)

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

Program Core Special Instructions

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

Program Elective Courses (4 Semester Hours)

Select one course from the following options:

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

Doctor of Business Administration

The Doctor of Business Administration program is the highest academic degree for business professionals who aspire to advancement in executive and consulting careers in public and private organizations. The DBA builds on and extends master's-level knowledge by developing a deep capacity for business problem analysis. The program culminates in an applied doctoral study project. The DBA program is offered 100% online in an asynchronous format through the Trident Learning Community (TLC) learning management system.

The Doctor of Business Administration Mission

The DBA combines experience with advanced instruction and applied research skills to establish strong competencies in evidence-based decision making.

Total Degree Credit Hour Requirement

36-48 Semester Credit Hours

Program Goals

The program goals which served as the guidelines for the development of DBA Program Learning Outcomes for students include:

- Build on masters' level knowledge and skills to provide a career and educational advantage.
- Promote sound evidence-based decision making through-applied research.
- Propose effective, efficient, ethical and sustainable solutions to practical business problems.
- Develop leaders capable of fostering innovation, relevance and quality.

- Strategically build organizational relationships and create practices to improve business processes and outcomes and contribute to societal advancement.

Program Learning Outcomes

A. Apply the core disciplines of finance, management, technology, and marketing to the analysis of diverse business problems.
B. Conduct applied studies that produce tangible and measurable results.
C. Demonstrate advanced information literacy skills in researching business literature and benchmarking.
D. Demonstrate high ethical standards and protect privacy in conducting research and reporting results.
E. Integrate knowledge from multiple and various perspectives in professional practice.
F. Demonstrate effective writing and presentation skills for different audiences in business.

DBA Doctoral Study Project

The DBA program builds on the established fundamentals of business taught in masters' business degrees. To further develop skill and competency at evidence-based problem solving and decision making, instruction in applied research methods and innovation culminates in a DBA doctoral study project. These studies are undertaken as a joint project with an organization of the student's choosing, and demonstrate sound research practice, independent thinking and innovative solutions.

Required Program Courses (36-48 Semester Credit Hours)

DOC 600	Introduction to Doctoral Studies and Research Methods in Business	4
MGT 610*	Organizations, Management and Leadership	4
MKT 610*	Advanced Strategic Marketing	4
FIN 610*	Advanced Strategic Corporate Finance	4
DOC 640	Case Study and Action Research	4
DOC 650	Technology and Business Process Improvement	4
DOC 660	Innovation and Creativity in Business	4
DOC 670	Applied Statistics for Research in Business and Management	4
DOC 690	Doctoral Study Proposal	4
DOC 700	Doctoral Study Supervision I	4
DOC 701	Doctoral Study Supervision II	4
DOC 702	Doctoral Study Supervision III	4

*A completed masters level course in Marketing, Management/Organizational Behavior, and Finance may allow the corresponding course(s) to be waived. These courses may not be required for students with a Master of Business Administration. This is subject to transfer credit rules and restrictions as outlined in the University's Policy Handbook.

Additional Doctoral Courses (not required):

DBA 680	Independent Study	1-4

Doctor of Philosophy in Business Administration

The Ph.D. in Business Administration prepares professionals from various sectors, including academia, the military, and the private sector, to serve as educators, researchers, and scholars. All students in the program will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation. Students will gain knowledge and skills that may be used to function at the entry level of university professorial track teaching. Students will gain an extensive background and comprehension of various areas of business administration and will learn skills needed for acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation. The program also provides students with the ability to make contributions by publishing in peer-reviewed journals and/or presenting research in professional conferences.

Degree Semester Hour Requirement

The degree requirement Includes 56 semester hours of required coursework, and the maximum allowable time of 12 sessions to complete the dissertation. Following the completion of the coursework, students will continue to work on the dissertation and register for subsequent sessions in dissertation continuation courses designated as 700, 701, 702….711. The 700 series courses will appear in a separate section on the student's transcript dedicated to the dissertation.

What Students Can Expect

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

Program Learning Outcomes

Upon successful completion of their respective program specialization, the graduate should be able to:

- Function at the entry level of university professorial track teaching in the area of business administration.
- Demonstrate effective scholarly writing and presentation skills in the field of business administration.
- Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as a functional area of business of their choice.

- Demonstrate the acquisition of advanced knowledge and comprehension including current developments in an area of specialty within the field of business administration.
- Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business.
- Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration.
- Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference.

Program Core Courses (44 Semester Hours)

The courses appear by order of enrollment

ORG 601	Organizational Studies I	4
RES 600	Introductory Data Analysis	4
ORG 602	Organizational Studies II	4
RES 601	Research Design and Fieldwork	4
RES 603	Advanced Data Management and Analysis	4
RES 610	Advanced Multivariate Data Analysis	4
RES 620	Current Research in Business and Management	4
DBA 699	Dissertation Proposal Seminar	4
DBA 700	Dissertation Series	4
DBA 701	Dissertation Series	4
DBA 702	Dissertation Series	4
DBA 703	Dissertation Continuation	0
and above		

Program Special Instructions

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

Required Program Concentration (12 Semester Hours)

Students must complete all requirements in one of the following concentrations. Students should enroll in concentration courses after successfully completing ORG 601, RES 600, ORG 602 and RES 601:

Accounting / Finance Concentration

Concentration Learning Outcomes

The overall objectives of the concentration are to prepare students to be able to:

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

Concentration Core Courses (12 Semester Hours)

ACC 601	Financial/Managerial/Behavioral Accounting	4
FIN 601	Studies in Corporate Finance	4
MGT 607	Strategic Management	4

Information Systems / Information Technology Management Concentration

Concentration Learning Outcomes

- Within the field of Information Systems and Information Technology Management, the graduate should be able to:
- Function at the entry level of university professorial track teaching in the field of Business Administration with emphasis in the area of information technology management.
- Demonstrate effective scholarly writing and presentation skills in the field of Business Administration with an emphasis in the area of information technology management.
- Demonstrate a comprehensive background, understanding, and comprehension of organizational studies as well as the area of information technology management.
- Demonstrate the acquisition of advanced knowledge and comprehension including current developments in the area of information technology management.
- Demonstrate the knowledge, comprehension, and application of advanced research skills in the field of business with an emphasis in the area of information technology management.

- Demonstrate the ability to design, perform, compile, and successfully defend a doctoral level research dissertation in the field of business administration with emphasis in information technology management.
- Demonstrate the ability to make contributions and publish in peer-reviewed business journals and/or present research at a professional conference emphasizing the information technology management area of business.

Concentration Core Courses (12 Semester Hours)

ITM 603	Foundations of Information Systems Research	4
ITM 604	Seminar in Information Systems	4
MGT 607	Strategic Management	4

Leadership Concentration

Concentration Learning Outcomes

The overall objectives of the concentration are to prepare students to be able to:

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

Concentration Core Courses (12 Semester Hours)

LEAD 600	Introduction to Leadership Theory and Research	4
LEAD 601	Leadership Theory and Research	4
MGT 607	Strategic Management	4

Management and Organizations Concentration

Concentration Learning Outcomes

The overall objectives of the concentration are to prepare students to be able to:

- Function at the entry level of university professorial track teaching in the field of Business Administration with emphasis in the areas of management and organizations.

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

Concentration Core Courses (12 Semester Hours)

ORG 605	Organizational Change	4
MGT 699	Special Topics in Management	4
MGT 607	Strategic Management	4

Marketing Concentration

Concentration Learning Outcomes

The overall objectives of the concentration are to prepare students to be able to:

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

Concentration Core Courses (12 Semester Hours)

| MKT 601 | Marketing Management Strategy | 4 |

| MKT 604 | Buyer Decision Making and Behavior | 4 |
| MGT 607 | Strategic Management | 4 |

Glenn R. Jones College of Business, Department of Information Systems

The mission of the Department of Information Systems is to provide unparalleled access and compassionate student support striving for academic excellence to prepare our students to function effectively in the rapidly changing information technology field. Trident's student-centered philosophy allows students to advance their knowledge and skills in information technology management and computer science and prepare them for the future.

Bachelor of Science in Computer Science

The Glenn R. Jones College of Business offers a Bachelor of Science in Computer Science (BSCS) degree program with the following options:

- BSCS - no concentration
- BSCS - concentration in Cybersecurity

The mission of the Bachelor of Science in Computer Science program is to prepare its students for productive computer science-based careers in government, business, industry, and not-for-profit organizations by providing academic excellence, unparalleled access and compassionate student support. The BSCS program provides its graduates with a body of knowledge applicable to the present computing environment and a set of skills adaptable to the future computing needs.

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

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 32 upper division semester hours

General Education Requirement
A minimum of 40 semester hours. See General Education Requirements for details. *Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

Program Learning Outcomes

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

- Apply knowledge of computing and mathematics appropriate to the discipline.
- Analyze a problem and identify and define the computing requirements appropriate to its solution.
- Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- Communicate effectively with others to accomplish a common goal.
- Explain professional, ethical, legal, security and social issues and responsibilities.
- Communicate effectively with a range of audiences.
- Analyze the local and global impact of computing on individuals, organizations and society.
- Engage in continuing professional development.
- Use current techniques, skills, and tools necessary for computing practice.
- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- Apply design and development principles in the construction of software systems of varying complexity.

Program Core Courses (60 Semester Hours)

CSC 111	Foundations of Computing and Program Design	4
CSC 112	Assembly Language	4
CSC 202	Calculus for Computer Sciences I	4
CSC 212	Intermediate Object-Oriented Programming	4
CSC 310	Advanced Programming Topics	4
ITM 205	Object Oriented Programming	4
CSC 230	Data Structures and Algorithms	4
CSC 316	Database Systems I	4
CSC 325	Operating Systems and Environments	4
CSC 330	Computer System Architecture	4
CSC 340	Networking and Data Communications	4
CSC 416	Information Security and Technology in Society	4
CSC 424	Software Engineering	4
ITM 426	Systems Analysis and Design I	4
CSC 425	BSCS Integrative Project (Capstone)	4

Program Core Special Instructions

CSC 425   Prerequisite: may not be taken until all other core courses and concentration elective courses have been successfully completed.

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

Additional Program Requirements (8 Semester Hours):

MAT 201	Basic Statistics	4
MAT 106	Discrete Mathematics	4

Note: MAT150 or equivalent is required to meet GE requirements.

Program Options and Concentrations (12 Semester Hours)

Students must complete either the below Program Elective Courses or the Cybersecurity concentrations:

No Concentration

12 Semester Hours from any degree program

Cybersecurity Concentration

Concentration Core Courses (12 Semester Hours)

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

Bachelor of Science in Information Technology Management

The mission of the Bachelor of Science in Information Technology Management program is to prepare students for careers in a broad range of information-based fields, including careers in government, business, and not-for-profit organizations.

Specifically, the program aims to provide students with a basic understanding of both technical issues in IT management (databases, networks, security, etc.) and managerial applications (financial and marketing information systems, systems design, etc.), along with a solid foundation in the function of information systems in management and the social and ethical dimensions of IT practice. Emphasis is placed on the integration of the social and technical components of IT systems and the need to jointly manage both aspects of information management.

Graduates of the BSITM program should be able to function successfully in an Information Technology Management based career path, and meet the needs of constant change in Information Technology Management by:

- Engaging in pursuit of excellence and lifelong learning
- Researching specific topics in the core areas of information technology management
- Making effective information technology management decisions using appropriate analytical and critical thinking processes
- Contributing to information system projects
- Communicating effectively with other professionals in technical and nontechnical areas
- Pursuing advanced degrees in information technology management or related disciplines

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 32 upper division semester hours

General Education Requirement

A minimum of 40 semester hours. See General Education Requirements for details. *Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

Program Learning Outcomes

The BSITM program enables students to achieve, by the time of graduation, abilities to:

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

Program Core Courses (60 Semester Hours)

ACC 201	Financial Accounting	4
BUS 303	Business Communication	4
CSC 316	Database Systems I	4
CSC 212	Intermediate Object-Oriented Programming	4
ITM 301	Principles of Information Systems in Business and Organizations	4
ITM 306	Foundations of Management Information Systems	4
CSC 340	Network and Data Communications	4
MGT 302	Organizational Behavior and Teamwork	4
ITM 423	Systems Acquisition, Systems Development, and Project Management	4
ITM 426	Systems Analysis and Design I	4
ITM 433	Human Computer Interaction	4
ITM 434	Business Ethics and Social Issues in Computing	4
ITM 438	Information Security Management and Assurance	4

| ITM 453 | Project Management Integration | 4 |
| *ITM 490* | Capstone in Information Technology Management | 4 |

Program Core Special Instructions

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

Additional Program Requirements (4 Semester Hours)

| MAT 201 | Basic Statistics | 4 |

Master of Science in Information Technology Management

The Masters in Information Technology Management prepares the graduate to manage IT systems development and implementation, plan and design IT architecture to support these networked systems, develop security and risk management plans for the IT systems, manage IT planning to ensure that IT is in step with the strategic direction of the firm, and management of emerging technologies in the firm's IT infrastructure and systems.

Degree Semester Hour Requirement

A minimum of 36 semester hours

Program Learning Outcomes

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

- Function at the professional management level in his/her chosen field of information technology management.
- Demonstrate effective written communication skills in an advanced information technology environment.
- Perform critical analysis of complex information technology situations and offer and evaluate alternative solutions.
- Apply information technology knowledge, concepts, and frameworks to dynamic business situations.
- Lead and manage relevant information technology resources particularly in uncertain and global business environments.
- Integrate, apply, and synthesize knowledge across the functional areas of information technology.
- Demonstrate awareness of and work effectively in a diverse organization within an information technology environment.
- Recognize, analyze, and confront ethical and social responsibility issues in information technology management.

Program Core Courses (24 Semester Hours)

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

Program Core Special Instructions

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

Program Elective Courses or Program Concentrations (12 Semester Hours)

MSITM students may choose a no concentration option or a program concentration option. The program concentration option allows for greater specialization in the area of Information Security.

No Concentration Option

Students will take 12 SH of courses from any eligible Computer Science, Information Technology, Health and Human Services, or Business-related Master's degree program. Professional certifications in IT or Computer Science may be evaluated for credit upon approval from the Dean of the College of Business.

Information Assurance and Cybersecurity Management

The goal of the concentration in Information Assurance and Cybersecurity Management is to provide professionals the opportunity to master the principles and best practices to better address the increasing global and local information security concerns. Because of the continuous advancements in information technologies, security risks have also increased. Public and private institutions wishing to maintain and improve their position in today's digital economy have a great need for skilled IT security professionals. This concentration will prepare students for understanding, developing, managing and controlling security policies and standards aimed to protect the information assets of an organization and its users. The emphasis of this concentration is on policy issues, auditing and forensics that should be implemented for prevention, detection and mitigation of security attacks.

Concentration Learning Outcomes
- Function at the IT Management level in areas dealing with information security.
- Demonstrate effective written communication in an advanced information security environment.
- Perform critical analysis of complex situations dealing with information security in complex systems and offer and evaluate alternative solutions.
- Apply IT management and technical knowledge, concepts, and frameworks to dynamic situations which demand information security and assurance.
- Lead and manage relevant resources within the systems environment to address information security issues particularly in an uncertain global environment.

- Integrate, apply, and synthesize knowledge across the functional areas of IT organizations to improve information security and assurance.
- Demonstrate awareness of and work effectively in a diverse organization which emphasizes information security and assurance activities.
- Recognize, analyze, and confront ethical and social responsibility issues impacting information security and assurance.

Concentration Core Courses (12 Semester Hours)

ITM 527	IT Security and Disaster Recovery Management	4
ITM 537	Principles of Information Security Auditing and Digital Forensics	4
ITM 550	Network Planning and Administration	4

College of Education

Vision

The College of Education provides high-quality programs that develop professionals and leaders committed to the improvement of educational systems and practices to support and serve diverse student populations.

Mission

Our graduates are prepared to make a positive impact in educational organizations as educators, leaders, and scholars. Our graduates will:

- Develop critical analysis and research skills to assess problems and formulate solutions within the field of education.
- Promote collaborative communication and innovative leadership applying theories and models that contribute to instructional leadership and student success.
- Use a range of appropriate information and/or educational technologies to improve pedagogy and practice.
- Demonstrate ethical and professional behavior as an educator, leader, or scholar.

Students should note that the Master of Arts in Education, Ed.D. and Ph.D. programs with the College of Education are not certificate, licensure or credentialing programs. Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for certification/licensure/credentialing vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria and make informed decisions regarding their program of choice accordingly.

Master of Arts in Education

The Master of Arts in Education curriculum focuses on the foundational knowledge necessary to analyze and apply appropriate theory related to learning, organizational management, and leadership. Students are prepared to make positive changes in the field of education with an understanding of current educational practices, educational policies, and factors that impact student success. Graduates are equipped with the knowledge and skills needed for ethical and effective leadership careers in the field of education.

The program is designed to provide both a broad-based perspective of adult education and training, as well as an increased competence in fulfilling related responsibilities in educational institutions, nonprofits, and corporate organizations. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher or administrative licensure.

Degree Semester Hour Requirement

A minimum of 30 semester hours

Program Learning Outcomes

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

- Understand and apply the social, economic, and political context of the community to influence professional practice as it relates to student success.
- Create an educational organization and community that fosters professional development relationships to support the success of all learners.
- Apply theories of organizational management, strategic decision making, and leadership principles to establish an effective, safe, efficient, and successful learning environment.
- Promote and plan for school improvement through dynamic assessment based on current and relevant research and scholarship.
- Analyze and apply legal and ethical issues that arise in education practices and institutions.
- Recognize and evaluate sources of diversity and inequity related to the needs of marginalized individuals or populations.

Program Core Courses (18 Semester Hours)

EDU 501	History and Policy in U.S. Education	3
EDU 504	Educational Research	3
EDU 506	Law and Ethics in Education	3
EDU 508	Diversity in U.S. Education	3
EDU 509	Leadership and Organizational Theory	3
EDU 590*	Master of Arts in Education Integrative Seminar Capstone	3

Program Core Special Instructions

*The Master of Arts in Education Integrative Seminar Capstone (EDU 590) must be taken in final session

Required Program Concentration (12 Semester Hours)

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

Adult Education and Training Concentration

Concentration Learning Outcomes

- Understand the purpose and types of adult education in both public institutions and private organizations or corporations
- Apply principles of adult learning theory to instructional practices, andragogy in the classroom, and meet the needs of diverse adult learners
- Evaluate instructional practices to maximize effectiveness of adult learning programs and foster lifelong learning
- Recognize the role of technology in the classroom and implement technology in adult education programs

Adult Education and Training Concentration Courses (12 Semester Hours)

EDU 520	Adult Education and Society	3
EDU 521	Adult Learning Theory	3
EDU 522	Assessment of Adult Learners and Instructional Strategies	3
EDU 523	Instructional Design and Technology in Adult Education	3

Athletics Administration Concentration

Concentration Learning Outcomes

- Understand the role of athletics in the social and psychological development of students
- Apply theories and models of coaching that promote success for students, coaches, and teams.
- Create a successful sports program through effective marketing and financial planning.
- Analyze and apply governance and policy of interscholastic athletics administration

Athletics Administration Concentration Courses (12 Semester Hours)

EDU 580	The Role of Athletics in Student Identity and Development	3
EDU 581	Theories and Models of Coaching Sports	3
EDU 582	Athletics Finance and Marketing	3
EDU 583	Athletics Governance and Policy	3

Aviation Education Concentration

Concentration Learning Outcomes

- Apply core body of knowledge and skills in adult learning to program development in aviation education
- Build curriculum that advances applications of learning theory to flight training, aviation safety training and simulation systems
- Integrate theory and best practices into learning experiences for aviation trainers, program evaluators, training supervisors and aviation administrators
- Plan strategic applications for aviation education and training in both civilian and government agencies

Concentration Elective Courses (12 Semester Hours)

EDU 550	Administration and Leadership of Aviation Education	3
EDU 551	Curriculum Development and Instruction in Aviation Education	3
EDU 552	Aviation Safety Education	3
EDU 553	Current Research in Aviation Education	3

Curriculum and Instruction Concentration

Concentration Learning Outcomes

- Create instructional experiences that are performance-based and aligned to specific student learning styles

- Utilize pedagogical and philosophical theory and practice to make decisions about curriculum and instruction
- Employ a number of instructional design models to guide curriculum development that impact learning in diverse student populations
- Observe and measure teaching and learning
- Understand where and when to integrate instructional technology for teaching and learning

Curriculum and Instruction Concentration Courses (12 Semester Hours)

EDU 540	Instructional Design Models	3
EDU 541	Curriculum Development in K-12 Education	3
EDU 542	Measurement and Assessment in Curriculum Design	3
EDU 543	Current Issues in Technology and Learning	3

Early Childhood Education Concentration

Concentration Learning Outcomes
- Apply knowledge and skills to develop educational experiences in a range of settings with children ages 0 – 8.
- Integrate theory and practice into positive learning for children presenting the full range of abilities and disabilities
- Value early childhood educational experiences in all aspects of the young child's life
- Engage peers and adults as key influences to children's learning experiences
- Understand that developmentally appropriate curricula and learning experiences are the foundation of development

Early Childhood Education Concentration Courses (12 Semester Hours)

EDU 530	Foundations of Early Childhood Development	3
EDU 531	Research in Early Childhood Education	3
EDU 532	Effective Observation and Assessment in Early Childhood Education	3
EDU 533	Administration of Child Development Centers	3

Elementary/Secondary Education Leadership and Administration Concentration

Concentration Learning Outcomes
- Apply principles of change management to lead school reforms that improve student achievement
- Create an educational environment conducive to innovative teaching and instructional practices
- Recognize the role of the community in the success of students, educators, and educational organizations
- Understand and apply administrative policy and procedure related to human resources and strategic planning in elementary/secondary school settings

Elementary/Secondary Leadership and Administration Concentration Courses (12 Semester Hours)

EDU 560	Change Management for Student Success	3
EDU 561	Instructional Leadership	3
EDU 562	Community Partnership and Engagement	3
EDU 563	Human Resources, Budget, and Finance in Education	3

Higher Education Leadership and Administration Concentration

Concentration Learning Outcomes
- Apply principles of leadership and administration to promote student success in academic and co-curricular programs.
- Create educational programs and services that are inclusive and support the success of diverse adult learners
- Understand and apply administrative policy and procedure related to human resources and strategic planning in postsecondary settings.
- Evaluate academic programs and support services to implement reforms that foster student success

Higher Education Leadership and Administration Concentration Courses (12 Semester Hours)

EDU 570	Case Studies in Higher Education Leadership	3
EDU 571	Inclusive Higher Education Programs, Services, and Practices	3
EDU 572	Program Development and Assessment in Higher Education	3
EDU 573	Human Resources, Budget, and Finance in Higher Education	3

Master of Arts in Education - No Concentration

The Master of Arts in Education program with no concentration is intended for students who wish to develop a program of study that meets their education and career goals. Students enrolled in the no concentration option are required to complete the Master of Arts in Education core courses (18 units) and 4 approved concentration courses (12 units), there are no exceptions. In consultation with the Department Chair of Education the student selects 4 approved courses (12 units) to complete the degree requirements.

Program Core Courses (18 Semester Hours)

EDU 501	History and Policy in U.S. Education	3
EDU 504	Educational Research	3
EDU 506	Law and Ethics in Education	3
EDU 508	Diversity in U.S. Education	3
EDU 509	Leadership and Organizational Theory	3
EDU 590*	Master of Arts in Education Integrative Seminar Capstone	3

Program Core Special Instructions

*The Master of Arts in Education Integrative Seminar Capstone (EDU 590) must be taken in final session

Required Additional Courses (12 Semester Hours)

Complete 12 semester hours (4 courses) from the following. In consultation with the Department Chair of Education the student selects 4 approved courses (12 units) to complete the degree requirements; approval must be obtained within the first session of enrollment:

EDU 520	Adult Education and Society	3
EDU 521	Adult Learning Theory	3
EDU 522	Assessment of Adult Learners and Instructional Strategies	3
EDU 523	Instructional Design and Technology in Adult Education	3
EDU 530	Foundations of Early Childhood Development	3
EDU 531	Research in Early Childhood Education	3
EDU 532	Effective Observation and Assessment in Early Childhood Education	3
EDU 533	Administration of Child Development Centers	3
EDU 540	Instructional Design Models	3
EDU 541	Curriculum Development in K-12 Education	3
EDU 542	Measurement and Assessment in Curriculum Design	3
EDU 543	Current Issues in Technology and Learning	3
EDU 550	Administration and Leadership of Aviation Education	3
EDU 551	Curriculum Development and Instruction in Aviation Education	3
EDU 552	Aviation Safety Education	3
EDU 553	Current Research in Aviation Education	3
EDU 560	Change Management for Student Success	3
EDU 561	Instructional Leadership	3
EDU 562	Community Partnership and Engagement	3
EDU 563	Human Resources, Budget, and Finance in Education	3
EDU 570	Case Studies in Higher Education Leadership	3
EDU 571	Inclusive Higher Education Programs, Services, and Practices	3
EDU 572	Program Development and Assessment in Higher Education	3
EDU 573	Human Resources, Budget, and Finance in Higher Education	3
EDU 580	The Role of Athletics in Student Identity and Development	3
EDU 581	Theories and Models of Coaching Sports	3
EDU 582	Athletics Finance and Marketing	3
EDU 583	Athletics Governance and Policy	3

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.

The Ed.D. in Educational Leadership is a post-Master's 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.

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.

Degree Semester Hour Requirement

44 - 52 semester hours.

Courses designated with an asterisk below (up to 8 credits) may be waived for students entering the Doctor of Education with a completed Master of Arts in Education from Trident University. Students with a completed Masters of Education degree from another institution are eligible for up to 8 transfer credits, subject to approval by the Dean or college designee.

Program Learning Outcomes

The Educational Leadership program is committed to developing reflective leaders and practitioner scholars to lead complex learning organizations. Program learning outcomes for students include:

- Determine educational organization values and build a vision and mission that supports the success of students and employees.
- Evaluate theories of leadership to support an organizational culture that results in the success of students, employees, and communities.
- Formulate communication strategies to develop effective working relationships with professional colleagues, policy makers, and the community.
- Select appropriate legal policy to lead equitable and ethical practices within educational organizations.
- Integrate educational research, technology, and information sources into leadership practices to support successful educational organizations.

Solve problems of practice using quantitative, qualitative, or action research methods to develop meaningful solutions that improve the success of educational organizations.

Program Core Courses (16 Semester Hours)

EDD 602*	Leadership Theory and Practice	4
EDD 611	Strategic Planning and Finance for Educational Leaders	4
EDD 613	Evidence Based Decisions & Accountability	4
EDD 633*	Law and Policy in Education	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 681	Doctoral Study I	4
EDD 691	Doctoral Study II	4
EDD 701	Doctoral Study III	4

Required Program Concentration (12 Semester Hours)

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

PK-12 Leadership 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 doctoral study.

Concentration Core Courses (8 Semester Hours)

EDD 631	School Reform	4
EDD 634*	Current Issues in PK-12 Education	4

Concentration Elective Courses (4 Semester Hours)
Select one course from the following options:

EDD 606	Management of Change in Education	4
EDD 636	Dimensions of Teacher Leadership	4
EDD 630	Principles of Instructional Leadership	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 doctoral study.

Concentration Core Courses (8 Semester Hours)

| EDD 640* | Current Issues in Higher Education | 4 |
| EDD 641 | Higher Education Administration | 4 |

Concentration Elective Courses (4 Semester Hours)

Select one course from the following options:

EDD 642	Student Development Theory	4
EDD 643	Management of Change in Higher Education	4
EDD 644	Curriculum in Higher Education	4

Doctor of Education in Educational Leadership – Degree Completion Program

Program will be offered beginning in the Winter (January) 2020 Session

The Doctor of Education in Educational Leadership Degree Completion Program 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 doctoral study.

The Doctor of Education in Educational Leadership Degree Completion Program is intended for students who have achieved advanced standing at a prior institution and wish to complete their program at Trident University. Students transfer a minimum of 28 doctoral level transfer credits and follow a program of study that focuses on the completion of the Doctoral Study.

Degree Semester Hour Requirement

24 semester hours

Program Learning Outcomes

The Educational Leadership program is committed to developing reflective leaders and practitioner scholars to lead complex learning organizations. Program learning outcomes for students include:

- Determine educational organization values and build a vision and mission that supports the success of students and employees.
- Evaluate theories of leadership to support an organizational culture that results in the success of students, employees, and communities.
- Formulate communication strategies to develop effective working relationships with professional colleagues, policy makers, and the community.
- Select appropriate legal policy to lead equitable and ethical practices within educational organizations.
- Integrate educational research, technology, and information sources into leadership practices to support successful educational organizations.
- Solve problems of practice using quantitative, qualitative, or action research methods to develop meaningful solutions that improve the success of educational organizations.

Program Core Courses (24 Semester Hours

Program Research Courses (12 Semester Hours)

EDD 608	Designing a Doctoral Study: Identifying the Problem of Practice	4
EDD 609	Designing a Doctoral Study: Literature Review	4
EDD 610	Designing a Doctoral Study: Methodology and Data Collection	4

Doctoral Study Courses (12 Semester Hours)

EDD 681	Doctoral Study I	4
EDD 691	Doctoral Study II	4
EDD 701	Doctoral Study III	4

Doctor of Philosophy in Educational Leadership

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.

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.

Educational Leadership Program Mission

Trident's Educational Leadership Program is committed to developing the skills and dispositions of future leaders who respond to emerging challenges and opportunities facing schools; lead and nurture the capacity of others toward a vision of excellence for all demographic groups of students, and; help to transform schools into dynamic and effective learning communities.

The mission of the Educational Leadership Ph.D. Program is to prepare and inspire future educational leaders to make a powerful difference in the lives of students. The Educational Leadership Program applies this model to prepare professionals from various sectors, including K-12 and higher education, to serve as leaders, educators, researchers, and scholars. Toward this end, our educational leadership students develop the knowledge and skills to meet the evolving needs of an increasingly diverse student population through the synergistic integration of research and theory, applied across educational contexts and conditions. Students are prepared and motivated to contribute to the advancement of knowledge in the field through the conduct and presentation of ethical, relevant, innovative, and significant research. By adhering to the highest standards of academic excellence, fostering a supportive learning community, and responding to the unique educational needs of our students while providing them with unparalleled access, we prepare students for influential participation in local and global communities as leaders in their fields.

Students should note that the MAED and Ph.D. in Educational Leadership programs are not certificate, licensure or credentialing programs. Trident cannot grant or certify any student for a credential as a teacher or administrator. As the requirements for certification/licensure/credentialing vary from state to state, students are urged to contact their state of residence or employment for information on specific requirements/criteria.

Program Learning Outcomes

Trident's Educational Leadership Program outcomes guide and direct the curriculum and instruction and provide standards that educational leaders must meet if they are to manage change and create collaborative action. We strive to prepare educational leadership candidates who can meet the following objectives in terms of demonstrated Knowledge, Skills, and Values:

Upon successful completion of their respective program specialization, the graduate should be able to:

- Identify information needs, be capable to search and retrieve information as research needed; Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, and/or practices in specific areas of education.
- Communicate proficiently with others in the field of education through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences.

- Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting scholarly, ethically sound research directed toward contributing to the body of knowledge within the field of education.
- Develop critical thinking skills that will result in the ability to assess and evaluate problems, formulate solutions in their diverse workplaces and fields of education.
- Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.

Program Core Courses (44 Semester Hours)

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

Program Core Special Instructions

The Ph.D. curriculum has three components:

Core Courses:	All students are required to take 4 research methods courses, and 4 required theory courses in the field of educational leadership. These courses provide the foundation for students may pursue in their specialized concentrations. All courses are valued at four semester hours. The last course that is taken is the DEL 699-Dissertation Proposal Seminar.
Concentration Courses:	Students may select one concentration from an offering of three concentrations, to complete their degree plans with three elective courses. These courses are generally in the specific area of the research that the student will pursue.
Dissertation:	Students demonstrate a synthesis of their doctoral study, knowledge and scholarship with a significant quantitative research project that contributes to general principles of knowledge in the field(s) potentially impacted by the research.

Required Program Concentration (12 Semester Hours)

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

Educational Technology Concentration

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 options:

DEL 606	Management of Change in Education	4
DEL 614	Research in Educational Leadership	4
DEL 632	Legal Aspects of Education Leadership	4
DEL 635	Current Issues in E-Learning	4
RES 603	Advanced Data Management and Analysis	4

Health Education Concentration

The concentration in Health Education is dedicated to preparing 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)
Select three courses from the following options:

DEL 614	Research in Educational Leadership	4
DEL 601	Health Promotion Program Planning Design and Evaluation	4
DEL 603	Health Behavior and Change	4
RES 603	Advanced Data Management and Analysis	4

Higher Educational Leadership Concentration

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 options:

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

Teaching, Learning and Development Concentration

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 options:

DEL 606	Management of Change in Education	4
DEL 614	Research in Educational Leadership	4
DEL 631	School Reform	4
DEL 632	Legal Aspects of Education Leadership	4
RES 603	Advanced Data Management and Analysis	4

Graduate Teaching Practicum

The Graduate Teaching Practicum offers Ph.D. in Educational Leadership students meaningful, sustained, and practical teaching experience. The practicum offers current doctoral students with teaching experience and course development experience in the online classroom environment.

Graduate Teaching Practicum Requirements:

Students accepted to the Graduate Teaching Practicum are required to complete three courses over three sessions and must maintain enrollment in dissertation coursework while enrolled as a GTA. The GTA Practicum Experience courses are 1-unit courses and students are subject to applicable tuition. A GTA who is eligible for employment and assigned to teach a course or complete course development as part of the Graduate Teaching Practicum will be compensated. Upon successful completion of the coursework, students receive recognition for completion of the Graduate Teaching Practicum. The learning outcomes of each session are provided below.

DEL 651: Graduate Teaching Assistant Practicum 1
- Describe and distinguish, in a comprehensive manner, pedagogical theories, pedagogical models, concepts, principles, learning styles, and/or practices in online education
- Communicate proficiently in a professional manner with others in the field of education through scholarly writing with skilled oral and written presentations to general and specialized audiences

DEL 652: Graduate Teaching Assistant Practicum 2
- Understand instructional models in the online learning environment
- Develop critical thinking skills necessary to assess and evaluate online curriculum and instructional design
- Understand diverse viewpoints and the role of multiculturalism in online instruction

DEL 653: Graduate Teaching Assistant Practicum 3
- Develop a teaching philosophy
- Create a teaching portfolio
- Apply instructional practices to an online learning environment

Graduate Teaching Assistant Selection Process:

A Graduate Teaching Assistant (GTA) is selected and placed by the Director of the Ph.D. E.L. Program through a competitive application process. A Ph.D. E.L. student must be currently enrolled and meet the minimum requirements:
- Demonstrate an exceptional academic record of achievement in doctoral level coursework
- Successfully passed the qualifying exam
- Actively working on the dissertation study

Graduate Teaching Practicum Application:

Doctoral students that meet the minimum requirements and are interested in a Graduate Teaching Practicum should apply to the Director of the Ph.D. E.L. Program. Applications are due 30 days prior to the start of the next session. Application documents include:

- A letter of interest that addresses 1) why the applicant is interested in the teaching practicum and how it will contribute the doctoral experience, 2) how a teaching practicum aligns with immediate or long-term career and/or professional goals, and 3) relevant prior teaching or tutoring experience.
- Current resume
- Letter of recommendation from a Trident Professor

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.

Associate of Science in Homeland Security (ASHLS)

Program will be offered beginning in the November Fastrac session

The College of Health and Human Services offers the Associate of Science in Homeland Security (ASHLS) degree, encompassing career-focused General Education courses and Homeland Security courses. Students can transfer credits from their former academic experiences. Our programs are aligned with the Department of Homeland Security's (DHS) National Preparedness Goal (2015). Specifically, the five mission areas (1) Prevention, (2) Protection, (3) Mitigation, (4) Response, (5) Recovery. The ASHLS fundamental program's focus is on the first three missions. FEMA is a part of DHS and an integral component of America's emergency management enterprise, working to ensure the successful prevention, protection, and mitigation of hazards to human life. Students learn about how our country's Homeland Security organizations protect our domestic and international communities. The program begins with exploring the fundamentals and ethics of homeland security, moves to interagency planning, and ends with the HLS 230 course in which the student will submit original work that will reflect an integration of most coursework topics. Security scenarios and disaster simulations which provide a sense of realism will be included in courses. ASHLS students have opportunities to network with peers and professors, developing a personal homeland security practitioners' network. For interested students, all ASHLS credits can be applied towards the BSHLS program. More than 230,000 individuals are currently employed by the U.S. Department of Homeland Security. Agencies that hire Homeland Security educated practitioners include the U.S. Department of Labor, FEMA, U.S. Department of State, FBI, in addition to federal, state, or local law enforcement and private groups.

Degree Semester Hour Requirement
A minimum of 60 semester hours

Residency Requirement
A minimum of 15 semester hours must be completed at Trident

Program Learning Outcomes

1. Demonstrate knowledge of the core capabilities of Prevention, Protection, and Mitigation Mission Areas of the Department of Homeland Security.
2. Utilize basic homeland security language to communicate with others in the field.
3. Apply quantitative skills to address, evaluate, and find basic solutions for homeland security problems.
4. Retrieve and apply appropriate interdisciplinary sources as they relate to homeland security and emergency management.
5. Critically assess, evaluate, and update emergency response plans and program requirements to respond strategically to natural and man-made disasters.
6. Explain diverse responses to homeland security scenarios to assure resilient coordination to a disaster.
7. Describe the need to act in a legal and ethical manner in times of disasters.

General Education Courses (20 Semester Hours)

Please view the University College General Education Requirements page for a list of courses.

TUX 105	Introduction to Online Education and Learning Technology	4
ENG 101	English Composition I	4
ENG 102	English Composition II	4
MAT 101	College Mathematics	4
	Physical and Biological Sciences (Choice from GE list)	4

Program Core Courses (24 Semester Hours)

HLS 101	Gateway to Homeland Security	4
HLS 210	Fundamentals and Ethics of Homeland Security	4
HLS 220	Homeland Security and Interagency Planning	4
HLS 230	Preventing Homeland Infiltration: Air, Ground, and Maritime	4
CJA 201	Criminology and Public Policy	4
MGT 280	Principles of Management	4

Program Core Special Instructions

- **HLS 230** Preventing Homeland Infiltration: Air, Ground, and Maritime may not be taken until all other courses have been successfully completed.

Program Electives (16 Semester Hours):

After satisfying the GE courses (20 Credits) and Program Core courses (24 credits), 16 additional credits must be satisfied through free electives to bring the total degree credits to 60 Semester Hours. The student's exact number of free electives required will be determined at the time that the transfer credit evaluation is completed by the Registrar's Office.

Bachelor of Science in Health Administration

The College of Health and Human Services offers a Bachelor of Science in Health Administration (BSHA) degree program with the following option(s):

- BSHA - No Concentration
- BSHA – Dual Credit Option (See Dual Credit Option section below)

The Bachelor of Science in Health Administration (BSHA) program prepares graduates for entry and mid-level functional positions in health care administration, or to pursue graduate education in the field. Our mission is to produce highly competent, ethical, caring health administration professionals who can both manage and effect change for the better in 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 develop their understanding of research, evaluation, and the data upon which health care managers base their decisions. Students will develop analytical and problem-solving skills required of such professionals. They will enhance 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.

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 32 upper division semester hours

General Education Requirement
A minimum of 40 semester hours. See General Education Requirements for details. *Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

Program Learning Outcomes
1. Describe how social, economic, and political forces shape the healthcare system and the environment in which it functions.
2. Demonstrate effective communication skills in healthcare administration professional practice.
3. Apply basic quantitative skills and methods to evaluate and distribute data/information for use in healthcare administration.
4. Identify and critically evaluate current literature in the field of healthcare administration.
5. Critically assess emerging trends and describe their potential impacts on operations in health-related administrative practice.

6. Demonstrate an appreciation of diversity in health-related administrative practice.
7. Apply foundational ethical, legal, and regulatory principles to health-related decision making and problem solving.

Program Core Courses (48 Semester Hours)

Note: Courses are listed in academic sequence

BHA 201	Foundations of Health Administration	4
BHA 240	Introduction to Research Utilization	4
BHA 310*	Introduction to Legal and Ethical Aspects of Healthcare	4
BHS 414*	Cross Cultural Health Perspectives	4
BHS 450	Health Care Delivery Systems	4
BHA 320	Management of Health Programs	4
BHA 370	Strategic Delivery of Healthcare Services	4
BHA 415	Topics in Health Care Policy	4
BHA 427	Health Care Finance	4
BHA 435	Healthcare Quality, Assessment, and Improvement	4
BHA 480	Health Information Systems	4
BHA 499	Capstone in Health Administration	4

Program Core Special Instructions

Courses denoted with an asterisk "*" also satisfy General Education competency areas:

- **BHA 310** Social and Behavioral Sciences
- **BHS 414**: Arts/Humanities
- ***BHA 499***: Capstone in Health Administration may not be taken until all other core and concentration courses have been successfully completed. A minimum grade of "C" is required in BHA 499 to meet graduation requirements.

Bachelor of Science in Health Administration Dual Credit Option

The College of Health and Human Services dual credit options are designed to allow qualified undergraduate students to replace up to three courses in their bachelor's program with graduate courses thus shortening the overall time to earn both a bachelor's and a master's. Please refer to the Dual Credit policy in the 2018/2019 Policy Handbook for more program requirements. Students in a dual credit option are encouraged to work with their Admissions and Student Success Advisors throughout the program to ensure that they continue to meet the requirements for enrollment into the program and enroll in courses in the appropriate sequence.

Admissions Requirements

Students are admitted to the program at the undergraduate level only. In order to proceed into the graduate level courses, students must have earned 90 semester hours of undergraduate credit and have a minimum GPA of 2.75. The 90 semester-hour requirement can be met either at Trident or through

transfer. Students who do not meet this threshold by the time they are required to complete the graduate level courses will be required to change to the No Concentration version of the program.

Dual Credit Courses

Bachelor of Science in Health Administration to Master of Science in Health Administration	
Graduate course	Original Core Course
MHM502 - Health Care Finance	BHA 427 - Health Care Finance
MHM505 - Intro to Quality Assurance	BHA 435 - Healthcare Quality, Assessment, and Improvement
MHM514 - Health Information Systems	BHA 480 - Health Information Systems

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

The Bachelor of Science in Health Sciences program provides a firm foundation to prepare graduates for entry and mid-level positions in public health and health administration or to pursue graduate education. 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 learning-centered environment in which students can expand their knowledge and skills.

Students will hone basic research skills to use and evaluate data upon which public health professionals, health educators, and administrators base decisions. Students will develop analytical and problem-solving skills required of such professionals. They will expand awareness of multiple forces that influence health, including legal, ethical, economic, political, and social factors. The courses in this program prepare graduates to work in a variety of settings such as public health departments, government and voluntary health agencies, clinics, hospitals, businesses, and health-related industries.

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 32 upper division semester hours

General Education Requirement

A minimum of 40 semester hours. See General Education Requirements for details.

Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

Program Learning Outcomes

The BSHS 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 (40 Semester Hours)

Note: Courses are listed in academic sequence

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
BHE 310	Health Promotion, Disease Prevention	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 (for BSHS-NC)	4
BPH 499	Senior Capstone Project (for BSHS-PH concentrations)	

Program Core Special Instructions

Courses denoted with an asterisk "*" also satisfy General Education competency areas:
- **BHA 310** and **BHE 200:** Social and Behavioral Sciences
- **BHE 226** and **BHS 414**: Arts/Humanities
- **BHS 220:** College Mathematics

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

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

Program Options and Concentrations (8-16 Semester hours)

Students must complete either the No Concentration option *or* one of the Public Health Concentrations.

No Concentration Option – Elective Courses (8 Semester Hours)

300 - 400 level health-related electives, or similar, as approved by the CHHS Associate Dean.

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.

Dual Credit Courses
Courses denoted with a double 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.

Concentration Core Courses (16 Semester Hours)

BHS 380	Global Health and Health Policy	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

Public Health Concentration - Environmental and Occupational Health and Safety

The BSHS – Public Health emphasis area in 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.

Dual Credit Courses

Courses denoted with a double 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.

Concentration Elective Courses (16 Semester Hours)

BHS 380	Global Health and Health Policy	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

Public Health Concentration - Health Care Administration

The BSHS – Public Health emphasis area 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.

Dual Credit Courses

Courses denoted with a double 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.

Concentration Core Courses (16 Semester Hours)

BHS 380	Global Health and Health Policy	4
EOH 402 **	Fundamentals of Environmental and Occupational Health	4
BHA 427	Health Care Finance	4
BHS 470	Strategic Planning and Sustainability of Health Programs	4

Public Health Concentration - Health Education

The BSHS - Public Health emphasis area in 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 is 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.

Dual Credit Courses

Courses denoted with a double 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.

Concentration Core Courses (16 Semester Hours)

BHS 380	Global Health and Health Policy	4
EOH 402 **	Fundamentals of Environmental and Occupational Health	4
BHD 404 **	Health Promotion, Program Planning, Design and Evaluation	4
BHD 461 **	Health Education Program Administration	4

Bachelor of Science in Homeland Security

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.

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 32 upper division semester hours.

General Education Requirement
A minimum of 40 semester hours. See General Education Requirements for details. Any remaining credits after the student has completed the below program requirements and the required General Education will be made up as General Electives through transfer or institutional credit.

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)

Note: Courses are listed in Academic Sequence

HLS 101	Gateway to Homeland Security	4
HLS 210	Fundamentals and Ethics of Homeland Security	4
HLS 220	Homeland Security and Interagency Planning	4
HLS 230	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 220	Gateway to Homeland Security (HLS 101), Fundamentals and Ethics of Homeland Security (HSL 210), and Homeland Security and Interagency Planning (HLS 220) 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.

No Concentration Option

Students may take up to 40 Semester Hours of General Electives as needed.

Criminal Justice Administration Concentration

Concentration Introduction

Trident University's College of Health and Human Services offers the Bachelor of Science in Homeland Security (BSHLS) with a concentration in Criminal Justice Administration. The concentration will provide a conceptual background in criminal justice within the scope of homeland security, which is tasked with the protection of our Country from criminal elements as well as from terrorism through such areas as Customs and Border Protection, Immigration and Customs Enforcement, and Transportation and Security Administration.

Concentration Learning Outcomes

Upon graduation, students will be able to:

- Apply effective communication skills in a criminal justice and homeland security environment.
- Conduct results oriented and academic research to analyze practical criminal justice administration problems and issues.
- Assess the ethical implications of criminal justice decisions and actions, taking into account cultural sensitivity.
- Apply criminal justice administrative systems, models, and concepts to guide analysis of problems and situations in peacetime and in homeland crisis.
- Use technology to gather and analyze data and information.
- Utilize data driven analysis in making criminal administration decisions.

Concentration Core Courses (16 Semester Hours)

CJA 201	Criminology and Public Policy	4
CJA 302	Criminal Justice Systems	4
CJA 401	Criminal Justice Administration	4
CJA 490	Capstone Course in Criminal Justice Administration	4

Cybersecurity Concentration

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.

Dual Credit Courses

Courses denoted with a double asterisk "**" provide the option for an accelerated master's degree by allowing Dual Credit for BSHLS students who continue to Trident's MSHLS graduate degree. Those students may apply up to 12 credits for specific courses in MSHLS 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.

Concentration Core Courses (16 Semester Hours)

HLS 471**	Introduction to Cybersecurity	4
HLS 472**	Cyber Threat Intelligence	4
HLS 473**	Cyberterrorism and Cyber Warfare	4
ITM 438	Information Security Management and Assurance	4

Emergency and Disaster Management Concentration

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 Emergency and Disaster Management (EDM). Yearly, people here and abroad are confronted by natural and manmade disasters. As can be witnessed by recent events, the ability of a nation, state or community to plan for and respond to emergencies is essential in mitigating potentially catastrophes. The Bachelor of Science in Homeland Security with an EDM concentration is designed for both military and civilian students with a desire to respond to not only national security matters, but also to hurricanes, earthquakes, toxic spills, and other natural/manmade disasters. This concentration will focus on critical infrastructure protection, disaster management, healthcare, and transportation concerns.

Concentration Learning Outcomes

Upon graduation, students will be able to:

- Discuss critical infrastructure vulnerability and protection in natural disasters.
- Examine essential partnerships with the military, local, state, and federal sectors in times of disasters.
- Examine and discuss responses to populations requiring healthcare attention due to manmade and natural disasters.
- Evaluate and discuss disaster preparation and emergency operations procedures.

Dual Credit Courses

Courses denoted with a double asterisk "**" provide the option for an accelerated master's degree by allowing Dual Credit for BSHLS students who continue to Trident's MSHLS graduate degree. Those students may apply up to 12 credits for specific courses in MSHLS 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.

Concentration Core Courses (16 Semester Hours)

EDM 402**	Critical Infrastructure Vulnerability and Protection	4
EDM 403**	Survey of Emergency and Disaster Management	4
EDM 411**	Emergency Transportation and Transshipment Logistics	4
EDM 412**	Emergency Healthcare Logistics in Disasters	4

Leadership Concentration

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)

MGT 280	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 401	Leadership and Change	4
LED 402	Leadership Training and Development	4

Master of Science in Health Administration

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.

Degree Semester Hour Requirement

A minimum of 36 to 40 semester hours
*Semester hours vary depending on whether a concentration or no concentration option is selected

Program Learning Outcomes

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

Program Core Courses (24 Semester Hours)

Note: Courses are listed in Academic Sequence

MHA 506	Health Care Systems Organization	4
MHA 507	Health Care Delivery Systems	4
MHM 502	Health Care Finance	4
MHM 522	Legal Aspects of Health Administration	4
MHM 525	Marketing in Health Care	4
MHA 599	MSHA Capstone	4

Program Core Special Instructions

MHM 502	Prerequisite: MHA506, MHA507
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

Program Elective Courses or Program Concentrations (12-16 Semester Hours)

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

No Concentration Option

Complete the following:

MHM 514	Health Information Systems	4

Select two courses from the following options:

LED 560	Leadership and Strategy	4
MGT 501	Management and Organizational Behavior	4
MHM 505	Introduction to Quality Assurance	4
NCM 501	Foundations of Conflict Resolution Management	4

Conflict Resolution Management Concentration

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 (16 Semester Hours)

MHM 514	Health Information Systems	4
NCM 501	Foundations of Conflict Resolution Management	4
NCM 511	Mediation and Arbitration	4
NCM 512	Negotiation Strategies	4

Health Care Quality Assurance Concentration

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 (16 Semester Hours)

MHM 514	Health Information Systems	4
MHM 505	Introduction to Quality Assurance	4
MHM 507	Quality Assurance in Hospitals / Healthcare Organizations	4
MHM 509	Quality Assurance in Managed Care	4

Human Resource Management Concentration

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 (16 Semester Hours)

MHM 514	Health Information Systems	4
MGT 509	Human Resource Management	4
MGT 511	Advanced Topics in Human Resource Management	4
MGT 516	Legal Implications in Human Resource Management	4

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

The Glenn R. Jones College of Business and the College of Health and Human Services have joined forces to offer a program that results in the conferral of both a Master of Business Administration (MBA) degree and a Master of Science in Health Administration (MSHA) degree.

- The student needs to apply specifically to the dual degree program when applying to the university.
- The MSHA/MBA degree requires total of 64 semester hours, 32 semester hours from each program. The student may choose which program he/she completes first. However, students without an undergraduate degree in Business Administration should complete the MSHA program courses first.
- Dual degree students must satisfy the curriculum and graduation requirements of both the MBA and MSHA programs and follow their degree plan.
- MHA 599 is based on the required core courses of both degree programs. The culminating experience entails synthesis and integration of all previously learnt materials but is focused on implementation to and within a real-world healthcare (service oriented) setting. MHA 599 must be the last course taken after the required courses in both the MSHA and the MBA program have been taken.
- Students withdrawing from the dual degree program before completing both degrees will only receive credit toward graduation for such courses that qualify toward a single degree program. In this situation, students will take the capstone course for the single degree program they wish to complete (MHA599 for the MSHA or MGT599 for the MBA
- The MBA and MSHA degrees will be awarded upon successful completion of the requirements of the entire dual degree program.

Degree Semester Hour Requirement
A minimum of 64 semester hours

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

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

MBA Program Learning Outcomes

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

Program Core Courses (64 Semester Hours)

Note: Courses are listed in Academic Sequence

MHA 506	Health Care Systems Organization	4
MHA 507	Health Care Delivery Systems	4
MHM 502	Health Care Finance	4
MHM 522	Legal Aspects of Health Administration	4
MHM 525	Marketing in Health Care	4
MHM 514	Health Information Systems	4
MHM 505	Introduction to Quality Assurance	4
ETH 501	Business Ethics	4
MGT 501	Management and Organizational Behavior	4
BUS 520	Business Analytics and Decision Making	4
ACC 501	Accounting for Decision Making	4
FIN 501	Strategic Corporate Finance	4
BUS 530	Managerial Economics	4
MKT 501	Strategic Marketing	4
OPM 500	Operation Management for Managers	4
MHA 599	Capstone Course	4

Program Core Special Instructions

MHA 599   Capstone Course must be taken in final session.

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, 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

*Semester hours vary depending on whether a concentration or no concentration option is selected

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 Options and Concentrations (36 - 40 Semester Hours)

Students must complete either the No Concentration Option or one of the following concentrations.
Note: Courses are listed in Academic Sequence

No Concentration Option – 36 Semester Hours

MHS 504	Scholarly Writing in the Health Sciences	4
MHS 502	Cultural Diversity in Health Sciences	4
MHA 507	Health Care Delivery Systems	4
RES 500	Research Methods for Health Sciences	4
MHD 504	Health Promotion, Program Planning, Design and Evaluation	4
MPH 522	Public Health Law and Policy	4
MHS 506	Biostatistics	4
EOH 502	Fundamentals of Environmental and Occupational Health	4

MHS 599   MSHS Integrative Project   4

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

Environmental and Occupational Health and Safety Concentration – 40 Semester Hours

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 (EOHS). 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 workers and the environment and procedures for enforcing environmental laws and regulations are followed.

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.

MHS 504	Scholarly Writing in the Health Sciences	4
MHS 502	Cultural Diversity in Health Sciences	4
EOH 502	Fundamentals of Environmental and Occupational Health	4
RES 500	Research Methods for Health Sciences	4
EOH 508	Environmental and Occupational Health Administration	4
EOH 510	Environmental and Occupational Health Regulations and Standards	4
MHS 506	Biostatistics	4
MIH 521	Health Program Evaluation	4
MIH 527	Environmental Health Assessment	4
MHS 599	MSHS Integrative Project	4

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

Health Education Concentration – 40 Semester Hours

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. This is not a teacher credentialing, certificate, or licensure program.

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.

MHS 504	Scholarly Writing in the Health Sciences	4
MHS 502	Cultural Diversity in Health Sciences	4
MHD 521	Perspectives in Community Health Education	4
RES 500	Research Methods for Health Sciences	4
MHD 504	Health Promotion, Program Planning, Design and Evaluation	4
MHD 508	Health Behavior and Change	4
MHS 506	Biostatistics	4
MHD 561	Health Education Program Administration	4
MIH 521	Health Program Evaluation	4
MHS 599	MSHS Integrative Project	4

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

Public Health Concentration – 40 Semester Hours

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.

MHS 504	Scholarly Writing in the Health Sciences	4
MHS 502	Cultural Diversity in Health Sciences	4
MPH 522	Public Health Law and Policy	4
RES 500	Research Methods for Health Sciences	4
MPH 504	Epidemiology	4
MHA 507	Health Care Delivery Systems	4
MHS 506	Biostatistics	4
MHD 521	Perspectives in Community Health Education	4

| EOH 502 | Fundamentals of Environmental and Occupational Health | 4 |
| *MHS 599* | MSHS Integrative Project | 4 |

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

Master of Science in Homeland Security

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.

Degree Semester Hour Requirement
A minimum of 36 to 40 semester hours

*Semester hours vary depending on whether a concentration or no concentration option is selected

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

- Demonstrate and apply advanced knowledge of theories and practices relevant to homeland security.
- Examine and apply emergency plans to homeland security scenarios meeting state and federal guidelines and communicate them to the impacted public.
- Apply quantitative skills and methods to analyze homeland security data/information.
- Identify and appraise the theoretical foundations and literature in the field of homeland security.
- Evaluate and assess multiple or competing perspectives and options and recommend appropriate administrative plans or courses of action relative to homeland security.

- Apply assessment and valuation to diverse interagency procedure and plan options in response to homeland natural disasters or terrorist acts.
- Assess diverse legal and ethical practices and apply to decision making in the field of homeland security.

Program Core Courses (32 Semester Hours)

EDM 501	Domestic Terrorism	4
EDM 502	Critical Infrastructure Vulnerability and Protection	4
HLS 501	Introduction to Homeland Security	4
HLS 502	Intelligence Analysis and Homeland Security	4
HLS 503	Homeland Crisis Management	4
HLS 571	Introduction to Cybersecurity	4
MHE 509	Emergency Planning and Methodology	4
HLS 599	Capstone Course	4

Program Core Special Instructions

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

Program Elective Courses or Program Concentrations (4-8 Semester Hours)

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

Program Elective Courses
Select one course from the following options:

EDM 511	Emergency Transportation and Transshipment Logistics	4
MHE 511	Emergency Operations	4

Cybersecurity Concentration

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 Core Courses (8 Semester Hours)

HLS 572	Cyber Threat Intelligence	4
HLS 573	Cyberterrorism and Cyber Warfare	4

Leadership Concentration

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 Elective Courses (8 Semester Hours)
Select two courses from the following options:

LED 520	Cross-cultural Communication and Leadership	4
MGT 506	Strategic Leadership	4
MGT 508	Leadership in Teams	4

Emergency and Disaster Management 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 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

Degree Semester Hour Requirement
A minimum of 40 semester hours

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

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

Program Core Courses (32 Semester Hours)

EDM 501	Domestic Terrorism	4
EDM 502	Critical Infrastructure Vulnerability and Protection	4
HLS 501	Introduction to Homeland Security	4
HLS 502	Intelligence Analysis and Homeland Security	4
EDM 512	Emergency Healthcare Logistics in Disasters	4
HLS 571	Introduction to Cybersecurity	4
MHE 509	Emergency Planning and Methodology	4
HLS 599	Capstone Course	4

Program Core Special Instructions
EDM 502   Prerequisite: HLS 501; MHE 509

| *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 |

Concentration Introduction

The Trident College of Health and Human Services offers the Master of Science in Homeland Security degree program with a concentration in Emergency and Disaster Management (EDM). EDM is an integral part of Department of Homeland Security (DHS) with its focus on Natural and Manmade disasters, as well as on terrorism. This program provides graduates with the skills to succeed in emergency and disaster professions in the military, federal, state and local government as well as in industry.

Concentration Learning Outcomes

- Discuss critical infrastructure vulnerability and protection in natural disasters.
- Examine essential partnerships with the military, local, state, and federal sectors in times of disasters.
- Examine and discuss responses to populations requiring healthcare attention due to manmade and natural disasters.
- Evaluate and discuss disaster preparation and emergency operations procedures.

Concentration Core Courses (8 Semester Hours)

MHE 503	Survey of Emergency and Disaster Management	4
MHE 511	Emergency Operations	4

Logistics 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 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

Degree Semester Hour Requirement

A minimum of 40 semester hours

Program Learning Outcomes

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

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

Program Core Courses (32 Semester Hours)

EDM 501	Domestic Terrorism	4
EDM 502	Critical Infrastructure Vulnerability and Protection	4
EDM 512	Emergency Healthcare Logistics in Disasters	4
HLS 501	Introduction to Homeland Security	4
HLS 502	Intelligence Analysis and Homeland Security	4
HLS 571	Introduction to Cybersecurity	4
MHE 509	Emergency Planning and Methodology	4
HLS 599	Capstone Course	4

Program Core Special Instructions

EDM 502	Prerequisite: HLS 501; MHE 509
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

Concentration Introduction

The Trident College of Health and Human Services offers the Master of Science in Homeland Security degree program with a concentration in Logistics. Operating under disastrous conditions in which lives

are in danger calls for clear and concise actions on the part of homeland security professionals. Many times, staging of materiel, procurement and dispensing of medical supplies and coordination of transportation do not go according to plan and will require dynamic planning and adjustments to plans in real time. Ongoing, critical decisions have to be made under circumstances of limited communication and life-threatening conditions. An effective manager will need prioritize actions based on critical needs to assure successful routing of personnel and supplies in order to support, evacuate, and safeguard affected population. Crises simulations exercises will be used in logistics concentration.

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

Concentration Core Courses (8 Semester Hours)

EDM 510	Dynamic Disaster Management Logistics	4
EDM 511	Emergency Transportation and Transshipment Logistics	4

Doctor of Philosophy in Health Sciences

The Doctor of Philosophy (Ph.D.) degree represents the highest level of academic achievement. The College of Health and Human Services is proud to offer a research-driven Ph.D. in Health Sciences with concentrations in global health and health policy and administration. The intent of the Ph.D. in Health Sciences program is to promote personal and professional growth of health and health science professionals while fostering the development of skills necessary to be effective leaders, educators, executives, researchers, consultants, and scholars. The Ph.D. in Health Sciences online program encourages and guides students toward discovery and innovation that expands and improves the knowledge of students' professional interests, which requires vigorous literature review of current knowns and developments in the area of interest. Earning a Ph.D. in Health Sciences is both challenging and rewarding placing the student at the forefront of an ever-changing field by learning, developing, and applying current research methods to develop a novel dissertation.

Ph.D. in Health Sciences students are required to develop advanced research skills directed toward the discovery and application of new knowledge presented as a publishable Ph.D. Dissertation. Students conduct dissertation studies in various fields, including but not limited to: public health, global health, health disparities, epidemiology, health education, health research, allied health research, health policy, health administration, environmental health, and molecular biology. Graduates of the Ph.D. Health Science program are expected to demonstrate effective research skills, data compilation and analysis, scholarly writing and presentation, which are assessed through successful doctoral level dissertation defense and publication.

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.

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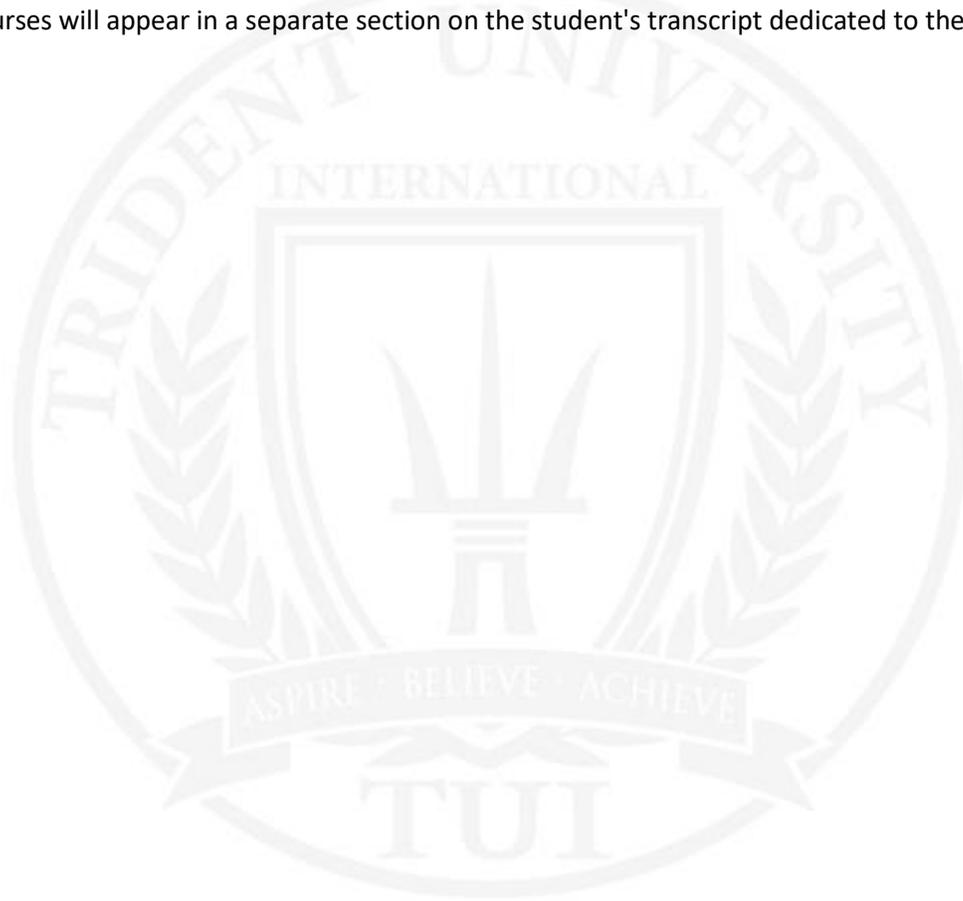
Program Learning Outcomes

- Articulate, in a comprehensive manner, research theories and their applications to specific areas of health sciences.
- Create scholarly work based on rigorous research and present it verbally to general and specialized audiences.
- Develop evidence-based assertions through application of appropriate research methods and statistical tools.
- Formulate research questions based on gaps identified through critical evaluation of information sources.
- Utilize critical thinking to construct and execute a scientific research study and defend it through the prospectus, proposal, and dissertation process.
- Investigate core issues in health sciences from diverse viewpoints, through a variety of methods of inquiry.
- Identify ethical challenges within the context of the health sciences and design strategies for functioning with integrity.

Program Core Courses (44 Semester Hours)

RMS 600	Research Methods	4
DHS 640	Qualitative Research	4
DHS 612	Program Evaluation	4
RMS 608	Research and Advanced Statistics I	4
RMS 618	Quantitative Research and Advanced Statistics II	4
DHS 652	Research Seminar	4
DHS 660	Linking Theory to Research	4
DHS 699	Dissertation Seminar	4
DHS 700 - 702	Dissertation Series	4
DHS 703 and above	Dissertation Continuation	0

Program Core Special Instructions

The Ph.D. curriculum has three components:

Core Courses:	All students are required to take five (5) core research methods courses in the field of health sciences. These courses provide the foundation for all subsequent courses and must be completed before the three (3) concentration courses. After completion of the core and concentration courses, students take two (2) required theory courses before enrolling in the last required course, DHS 699 Dissertation Seminar. All 11 courses are valued at four semester hours each.
Completion:	Successful completion of both oral and written Comprehensive exam (DHS699) Successful completion of the Dissertation Seminar /Prospectus (DHS699)
Dissertation:	Successful establishment of a Dissertation Committee, with the Doctoral Studies Director's approval.

Successful defense of the dissertation proposal (DHS702)

Successful defense of the Ph.D. dissertation (no later than DHS711).

Required Program Concentration (12 Semester Hours)

Students complete all courses in <u>one</u> of the following concentration options:

Global Health Concentration

<u>Concentration Introduction</u>

This concentration focuses on global health and will explore how globalization impacts determinants of health and disease. Courses include current issues in global health research, global epidemiology, and health equity.

<u>Concentration Elective Courses</u>

DIH 697	Introduction to Health Equity	4
DIH 633	Global Epidemiology	4
DIH 620	Current Issues in Global Health Research	4

Health Policy and Administration Concentration

<u>Concentration Introduction</u>

This concentration prepares leaders in health policy and administration through evaluation, development, analysis and implementation of health and health policies. Courses include current Issues in health administration, healthcare law, ethics, and strategic planning.

<u>Concentration Elective Courses (12 Semester Hours)</u>

DHA 621	Health Care Law, Regulation and Ethics	4
DHA 619	Current Issues in Health Administration Research	4
DHA 698	Strategic Planning for Healthcare Organizations	4

Graduate Certificates

Trident offers stand-alone certificates to provide post baccalaureate graduate students expanded knowledge including the latest information and research available in a specific field of study. Certificates do not qualify for Title IV federal financial aid and must be applied for separate from any degree program or concentration.

These certificates are not designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that this certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificates are offered through their respective Colleges and Degree Programs (see below). An earned bachelor's degree is required for enrollment in any graduate certificate course.

Glenn R. Jones College of Business

Human Resource Management Certificate

This certificate consists of a series of four graduate-level courses designed to provide graduates information about current industry practices, as well as leadership and management techniques in analyzing, developing, and directing quality human resources in the workplace. The goal of the Graduate Certificate in Human Resource Management is to provide the latest information about the tools and techniques used to achieve and ensure quality human resource services and administration.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement
16 Semester Hours

Transfer Credit
No Credit Transfer Allowed

Certificate Core Courses (12 Semester Hours)

MGT 509	Human Resource Management	4
MGT 511	Advanced Topics in Human Resource Management	4
MGT 516	Legal Implications in Human Resource Management	4

Certificate Elective Courses (4 Semester Hours)
Select one course from the following options:

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

Strategic Leadership Certificate

This certificate consists of a series of four graduate-level courses designed to provide graduates with cutting-edge methods based on research confirmed in practice in all types of organizations and industries. The goal of the Graduate Certificate in Strategic Leadership is to provide students information about advanced concepts and techniques which will enable them to provide superior leadership in all types of organizations and at all levels regardless of their individual specialties or professions. The emphasis is on the strategic rather than the tactical and includes both the theoretical foundation as well as the application of these theories to real world situations.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement
16 Semester Hours

Transfer Credit
No Credit Transfer Allowed

Certificate Core Courses (12 Semester Hours)

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

Certificate Elective Courses (4 Semester Hours)
Select one course from the following options:

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

Supply Chain Management Certificate

This certificate consists of a series of four graduate-level courses designed to provide students with the latest information and research available in supply chain management confirmed in practice in all types of organizations and industries. The goal of the Graduate Certificate in Supply Chain Management is to provide students the opportunity to learn the tools and techniques related to quality supply chain and logistics systems management. The focus is on presenting the analytical tools and management techniques needed to analyze, assess, and improve the efficiency of the supply chain and logistics processes within an organization.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement

16 Semester Hours

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (16 Semester Hours)

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

College of Health and Human Services

Conflict Resolution Management Certificate

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.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement

16 Semester Hours

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (16 Semester Hours)

Select one course from the following options:

MHA 507	Health Care Delivery Systems	4
MGT 509	Human Resource Management	4

Complete all of the following:

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

Cybersecurity Certificate

This certificate consists of a series of four graduate-level courses designed to provide a conceptual background in cybersecurity which include policy and laws, offensive and defensive cyber actions, threat analysis and intelligence gathering. Real life scenarios involving threats to our critical infrastructures will be used.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement

16 Semester Hours

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (16 Semester Hours)

ITM 517	Information Security Overview for Managers and Policy Makers	4
HLS 571	Introduction to Cybersecurity	4
HLS 572	Cyber Threat Intelligence	4
HLS 573	Cyberterrorism and Cyber Warfare	4

Emergency and Disaster Management Certificate

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge in principles of risk assessment, emergency planning and methodology related to natural disasters and terrorist attacks. Simulated crises will be used in some of the courses to sharpen skills for effective emergency management.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement

16 Semester Hours

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (16 Semester Hours)

HLS 501	Introduction to Homeland Security	4
MHE 509	Emergency Planning and Methodology	4
MHE 503	Survey of Emergency and Disaster Management	4

MHE 511	Emergency Operations	4

Emergency and Disaster Management - Logistics Certificate

This certificate consists of a series of four graduate-level courses designed to help strengthen critical decision-making skills under circumstances of limited communication and life-threatening conditions. Staging of materiel, procurement and dispensing of supplies and coordination of transportation are areas of great concern in a natural or manmade disaster. Situational adjustments to plans must be made sometimes with limited feedback and at unconventional hours. Simulated crises will be used in the courses to sharpen the skills for effective logistics management.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement
16 Semester Hours

Transfer Credit
No Credit Transfer Allowed

Certificate Core Courses

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

Certificate Elective Courses
Select one course from the following options:

HLS 501	Introduction to Homeland Security	4
MHE 509	Emergency Planning and Methodology	4

Health Care Quality Assurance Certificate

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge about tools and techniques used to achieve and ensure quality health care delivery. The focus will be on presenting the analytical tools and techniques that will allow students 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 standards of professional accreditation boards.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement

16 Semester Hours

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (16 Semester Hours)

MHA 507	Health Care Delivery Systems	4
MHM 505	Introduction to Quality Assurance	4
MHM 507	Quality Assurance in Hospitals / Healthcare Organizations	4
MHM 509	Quality Assurance in Managed Care	4

Health Education Certificate

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge of theoretical and philosophical foundations in principles of health promotion, planning, assessment, and community health education.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement

16 Semester Hours

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (16 Semester Hours)

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

Homeland Security Certificate

Certificate Introduction

This certificate consists of a series of four graduate-level courses designed to cultivate decision-making skills critical in domestic threats inside and outside America's boundaries. The student will gain expanded knowledge of 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 enhance learning.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement

16 Semester Hours

Transfer Credit

No Credit Transfer Allowed

Certificate Courses

HLS 501	Introduction to Homeland Security	4
HLS 502	Intelligence Analysis and Homeland Security	4
HLS 503	Homeland Crisis Management	4
HLS 571	Introduction to Cybersecurity	4

Department of Information Systems

Information Assurance and Cybersecurity Management Certificate

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge to master the latest principles and best practices related to information security concerns. Because of the continuous advancements in information technologies, security risks have also increased. This certificate will prepare students for understanding, developing, managing and controlling security policies and standards aimed to protect information assets.

No certificate is designed to lead to employment or placement in any particular job or career field. Trident makes no express or implied claim that any certificate prepares students for a recognized career, occupation, vocation, job, or job title.

Certificate Semester Hour Requirement

16 Semester Hours

Certificate Core Courses (12 Semester Hours)

ITM 517	Information Security Overview for Managers and Policy Makers	4
ITM 527	IT Security and Disaster Recovery Management	4
ITM 537	Principles of Information Security Auditing and Digital Forensics	4

Certificate Elective Courses (4 Semester Hours)
Select one course from the following options:

| ITM 540 | Database and Knowledge-Base Management | 4 |
| ITM 550 | Network Planning and Administration | 4 |

Professional Certificate and Diploma Programs

Students interested in any Professional Certificate program must note that many professions and employers require a background check before certification and/or employment. Accordingly, any prior

criminal activity including misdemeanor convictions may diminish or prohibit opportunities for employment in a chosen field. Further, any previous felony convictions will most likely prohibit employment in a chosen or related field. Students interested in the professional certificate programs are urged to familiarized themselves with the various requirements for certification and eligibility criteria for employment in the field. For more information please contact the Director of the Program.

Certificate in Computerized Accounting

Trident's Computerized Accounting Certificate program provides a competitive career advantage to students wanting a curriculum path in a specified accounting field. Students can choose between two concentrations based on their preferred career path. The first concentration has an emphasis in tax preparation. The second concentration has an emphasis on bookkeeping and payroll accounting.

Taxation Concentration

Concentration Introduction

This concentration focuses on QuickBooks and Sage 50 accounting software, tax preparation, and accounting procedures. Various topics including individual tax preparation, self-employment, retirement plans, and depreciation are discussed. Students will demonstrate an understanding in individual tax preparation, business entities, tax preparer information, PTIN, CTEC code of conduct, EITC due diligence, and amended returns.

Certificate Semester Hour Requirement
18 Semester Hours

Transfer Credit
6 Semester Hours

Certificate Core Courses (18 Semester Hours) – Taxation Concentration

CCA 101	Accounting & Bookkeeping Fundamentals	3
CCA 180	Business Communication for Computerized Accounting	3
CCA 105	Introduction to Computerized Accounting Using Sage 50	3
CCA 205	Advanced Computerized Accounting Using QuickBooks	3
CCA 110	Introduction to Tax Preparation	3
CCA 210	Advanced Tax Preparation	3

Bookkeeping and Payroll Concentration

Concentration Introduction

This concentration focuses on QuickBooks and Sage 50 accounting software, bookkeeping, and Microsoft Office. Students will complete various tasks using Excel, PowerPoint and Word. This program seeks to provide an understanding of the skills and knowledge related to the management of a payroll system.

Certificate Semester Hour Requirement

18 Semester Hours

Transfer Credit

6 Semester Hours

Certificate Core Courses (18 Semester Hours) – Bookkeeping and Payroll Concentration

CCA 101	Accounting & Bookkeeping Fundamentals	3
CCA 180	Business Communication for Computerized Accounting	3
CCA 105	Introduction to Computerized Accounting Using Sage 50	3
CCA 205	Advanced Computerized Accounting Using QuickBooks	3
CCA 102	Introduction to Microsoft Office	3
CCA 115	Payroll Accounting	3

Diploma in Computerized Accounting

Trident's Computerized Accounting Diploma will build on the Computerized Accounting Certificate with courses such as Critical Thinking and Quantitative Methods, which will improve their Skills. The program seeks to prepare students for positions such as accounting clerk, bookkeeper, income tax preparer, entry-level accountant, accounts receivable/payable clerks, assistant payroll coordinator, and assistant office manager. Students that complete the six-month certificate in either concentration will take just three additional courses (CCA 100, CCA 120, and CCA 200) to earn a Diploma in their appropriate concentration.

Certificate Semester Hour Requirement

27 Semester Hours

Transfer Credit

9 Semester Hours

Diploma Core Courses (27 Semester Hours)-Taxation Concentration

CCA 101	Accounting & Bookkeeping Fundamentals	3
CCA 180	Business Communication for Computerized Accounting	3
CCA 105	Introduction to Computerized Accounting Using Sage 50	3
CCA 205	Advanced Computerized Accounting Using QuickBooks	3
CCA 110	Introduction to Tax Preparation	3
CCA 210	Advanced Tax Preparation	3
CCA 100	Critical Thinking and Career Planning for Computerized Accounting	3
CCA 120	Quantitative Methods for Computerized Accounting	3
CCA 200	Applied Accounting	3

Diploma Core Courses (27 Semester Hours)-Bookkeeping and Payroll Concentration

CCA 101	Accounting & Bookkeeping Fundamentals	3
CCA 180	Business Communication for Computerized Accounting	3
CCA 105	Introduction to Computerized Accounting Using Sage 50	3

CCA 205	Advanced Computerized Accounting Using QuickBooks	3
CCA 102	Introduction to Microsoft Office	3
CCA 115	Payroll Accounting	3
CCA 100	Critical Thinking and Career Planning for Computerized Accounting	3
CCA 120	Quantitative Methods for Computerized Accounting	3
CCA 200	Applied Accounting	3

Certificate in Medical Billing

Trident's Medical Billing Certificate prepares students for essential work in the health information field. Students who complete the Medical Billing Certificate will have a strong background in Anatomy and Physiology, Medical Billing, and Reimbursement. They will also learn basic coding and how to properly review and handle electronic health records. The curriculum in this certificate program aligns with current legal and ethical standards as well as the latest U.S. billing and reimbursement standards.

Certificate Semester Hour Requirement
27 Semester Hours

Transfer Credit
9 Semester Hours

Certificate Core Courses (27 Semester Hours)

CMB 151	Anatomy & Physiology I/Medical Terminology I	3
CMB 152	Anatomy & Physiology II/Medical Terminology II	3
CMB 160	Electronic Health Records	3
CMB 170	Coding I	3
CMB 175	Coding II	3
CMB 190	Reimbursement	3
CMB 200	Billing Regulations and Ethics	3
CMB 205	Appeals and Collection	3
CMB 210	Professional Practicum Experience	3

Certificate in Medical Billing and Coding

Trident's Medical Billing and Coding Certificate prepares students for essential work in the health information field. After completing this comprehensive certificate, students will have a deep understanding of Medical Billing and Coding as well as general medical office administration. Students who complete this certificate will have mastered basic Medical Terminology and will have a strong science background including the areas of Anatomy/Physiology, Pathology, and Pharmacology. The program will also focus on coding competencies to be applied in medical offices and hospital settings. The certificate aligns with current legal and ethical standards along with the latest U.S. billing, reimbursement, and coding standards from the International Classification of Diseases. Students will also be required to complete a virtual Professional Practice Experience to complete this certificate program.

Certificate Semester Hour Requirement

36 Semester Hours

Transfer Credit

9 Semester Hours

Certificate Core Courses (36 Semester Hours)

CMB 151	Anatomy & Physiology I/Medical Terminology I	3
CMB 152	Anatomy & Physiology II/Medical Terminology II	3
CMB 160	Electronic Health Records	3
CMB 170	Coding I	3
CMB 155	Pathophysiology/Pharmacology	3
CMB 175	Coding II	3
CMB 180	Coding III	3
CMB 185	Advanced Coding Concepts	3
CMB 190	Reimbursement	3
CMB 200	Billing Regulations and Ethics	3
CMB 205	Appeals and Collection	3
CMB 210	Professional Practicum Experience	3

Graduate Professional Certificate Programs

SAS Joint Certificate in Business Analytics

The business analytics certificate introduces big data analytics to business professionals to meet an organization's objectives. Graduates will acquire statistical, quantitative, technical, and critical thinking skills by applying concepts, tools, and real-world data. Graduates will be able to provide organizations with data driven solutions upon completion of this certificate program. To ensure students learn the industry standard tools, this program is co-developed and offered with SAS, the industry leader in business analytics.

Certificate Semester Hour Requirement

15 Semester Hours

Transfer Credit

No Credit Transfer Allowed

Certificate Core Courses (15 Semester Hours)

CBA 518	Database Management	3
CBA 521	Statistical Analysis for Managers	3
CBA 583	Data Mining	3
CBA 584	Enterprise Data Warehousing and Business Intelligence	3
CBA 590	Capstone in Business Analytics	3

Course Descriptions

ACC – Accounting

ACC 201 Financial Accounting
This course provides a review of financial statements prepared for users outside of the organization and examines the statements from the perspective of the user rather than that of the preparer. The basic concepts and conventions of financial statements will be studied with a review of International Accounting Standards.

ACC 202 Managerial Accounting
A survey of financial information for internal decision making for organizations of all types, this course examines the sources and relevance of the traditional financial information used in internal decision making. Special emphasis will be given to the contribution margin approach to decision making.

ACC 310 Managerial Cost Analysis
This course is a study of the practical use of the analytical tools applied to financial information used by management for decision-making. Prerequisite: *ACC 202*

ACC 403 Principles of Accounting
This course is a survey of the traditional areas of financial and managerial accounting. The emphasis is on the use of financial information in decision making. The course begins with a review of financial statements published under generally accepted accounting principles. The limitations of these statements are emphasized with suggested adjustments to overcome those limitations. The majority of the course focuses on contribution margin approach to decision making. Additional topics include relevant costs, allocation of costs and performance evaluation.

ACC 501 Accounting for Decision Making
This course explores the basic principles and techniques for using accounting information to make decisions. It starts with a brief overview of financial accounting, related global trends, and ethics. Next, it introduces common managerial accounting topics such as variable costing, break-even analysis, product costing, and transfer pricing. Financial analysis, research, and applications are used to illustrate the concepts covered. *Prerequisite: ETH 501*

ACC 601 Financial/Managerial/Behavioral Accounting
This course will focus on empirical financial, managerial, and behavioral accounting research. The source for course readings and assignments is current peer-reviewed academic journals. The emphasis will be on accounting policy, both internal and external to the firm, and organizational and human decision-making aspects of accounting research in organizations.

ANT – Anatomy and Physiology

ANT 100 Stress and the Human Body
Students learn anatomy and physiology relevant to the stress response and the effects of stress on organ systems of the human body. Topics include defining stress and the stress response elicited by the neuroendocrine and immune systems, the effects of stress on behavior, and the effects of stress on the cardiovascular, digestive, excretory, and reproductive systems.

ANT 250 I Anatomy and Physiology I
This course deals with the basic principles of anatomical structure and physiological processes of human organ systems. The course introduces the learner to the structure and function of the human body with particular emphasis on mechanisms of homeostasis. This course focuses on chemical, cellular, and tissue levels of organization, the integumentary system, skeletal system, muscular system, central and peripheral nervous systems, organs of sense and concludes with the endocrine system.

ANT 250 I L Anatomy and Physiology I L
The laboratory section of this course exposes students to practical and experimental concepts presented in the lecture component of Anatomy & Physiology I. The course introduces the learner to the structure and function of the human body. Students complete assignments related to the structural and functional aspects of anatomy and physiology for the integumentary system, the skeletal system, the muscular system, the central and peripheral nervous systems, organs of sense, and the endocrine system.

ANT 250 II Anatomy and Physiology II
This course introduces the learner to the structure and function of the human body with particular emphasis on mechanisms of homeostasis. This course focuses on the cardiovascular system, the immune system and related structures, respiratory system, digestive system, metabolism, urinary system, mechanisms of fluid, electrolyte, and acid-base balance and concludes with a study of the human reproductive system and examination of genetics. *Prerequisite: ANT 250 I*

ANT 250 II L Anatomy and Physiology II L
The laboratory section of this course exposes students to practical and experimental concepts presented in the lecture component of Anatomy & Physiology II. In this course the student completes assignments related to the structural and functional aspects of anatomy and physiology of the cardiovascular system, the immune system and related structures, the respiratory system, the digestive system, metabolism, urinary system, mechanisms of fluid, electrolyte, and acid-base balance, and the human reproductive system. *Prerequisite: ANT 250 I L*

ART – Art

ART 101 Art History
This course traces the development of art from the early renaissance to the present time. Painting, sculpture, and architecture will all be explored. Special attention will be paid to the role art plays in

society and how it can be used as a tool for historical analysis and a vehicle for better understanding the social conditions of the people at that time.

BHA – Health Administration

BHA 201 – Foundations of Health Administration
This course focuses on increasing students' knowledge and awareness of contextual and environmental factors affecting the practice of healthcare administration, in addition to understanding the importance of healthcare culture, communication, and diversity. Furthermore, principles of the governance structure of healthcare organizations and how they can be effectively managed are introduced. In this course, students will use critical-thinking and interpersonal communication skills, identify professional behaviors, attitudes, goal setting, and motivation required for success as a healthcare manager through the application of managerial concepts and practices. Additionally, health organizations types/structures and principles for management of healthcare care professionals are also examined in this course.

BHA 240 – Introduction to Research Utilization
This course will examine the process of research and evaluation and its relevance and usage within health care. Students will explore various research methods, evaluation techniques, biostatistics, and epidemiological data, and develop an understanding of their application. The course will introduce the importance of key stakeholders, measurable outcomes, and evidence-based decision making in a health care administrative setting.

BHA 310 Introduction to Legal and Ethical Aspects of Healthcare
In this course, student explore the foundations of the healthcare profession from an ethical, legal, and regulatory perspective. They will understand and examine the principles of ethics and current health-related issues in the context of the legal rights and responsibilities of patients, health services, providers, and healthcare administrators.

BHA 320 Management of Health Programs
Formerly BHM 320. This course deals with organizational structures and strategies of health care organizations; focuses on optimization of structures to maximize effectiveness and efficiency; and includes topics such as team development, cooperation, conflict, leadership, and power.

BHA 370 – Strategic Delivery of Healthcare Services
This course examines the steps and processes associated with strategic planning and delivery in healthcare. "Where are we and where do we need to go?" is the fundamental question that drives the studies in this course. The course explores the process of developing short- and long-term goals that leaders need to assess their organizations' capabilities. The links between organizational vision, mission, objectives, and values are examined alongside the roles of all stakeholders in the strategic planning process. Organizational culture and models are examined to understand their impact on strategic planning and delivery. Students will additionally study how marketing and strategic functions mutually support healthcare activities.

BHA 415 Topics in Health Care Policy

Formerly BHM 415. This course explores current topics in health care policy. Students are exposed to scholarly debates pertaining to each and provided opportunities to examine competing arguments in collaboration with class peers. Policy proposals and existing legislation relevant to topic areas are also considered.

BHA 427 Health Care Finance

Formerly BHS 427. In this course, students explore concepts of health care supply and demand, accounting, and resource allocation in view of political constraints and various markets. Health service pricing, policy, quality, and cost reimbursement of health care will be discussed.

BHA 435 – Health Care Quality, Assessment, and Improvement

This course concentrates on the health care manager's role in enhancing health care quality improvement strategies, assessment, and outcomes. The course examines an assortment of outcomes assessment tools, and their reliability and accuracy. In addition, the course investigates how health care delivery systems quality and improvement programs effectively measure outcomes from both patient and organizational perspectives. Health care quality accreditation agencies are introduced. Finally, students will explore how continuous assessment and improvement has an essential influence on the quality and success of an organization.

BHA 480 – Health Information Systems

This course provides an introduction to management information systems in the health care setting. The student will develop an understanding of general management of information systems, the use of computers in health care management and decision-making, and the ethical use of and protection of health information.

BHA 499 Capstone in Health Administration

This capstone course comprises the guided development of an individual project that reflects synthesis, integration, and application of previously acquired knowledge. Each student will address a health administration issue and will develop a comprehensive, scholarly project. *Prerequisites: all program courses*

BHD – Health Education

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).

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).

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 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

BHE – Health Education

BHE 200 Essentials of Public Health

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

BHE 226 Health Communication and Advocacy

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

BHE 310 Health Promotion, Disease Prevention

An overview of the history of health promotion and disease prevention is presented, with a focus on Healthy People 2020 and the nation's leading health indicators. Settings, strategies, and model programs for promoting health are discussed.

BHE 418 Health Behavior

This survey course focuses on the biopsychological aspects of health and illness and emphasizes contemporary health problems as related to lifestyle choices.

BHS – Health Science

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

Students study the interface between people and technology, while developing strategies to lead, innovate, and solve problems. Students learn critical thinking and problem-solving skills as they retrieve and critically evaluate information from digital media; organize, interpret, and apply the information to address current health and social sciences issues; and communicate within a professional context.

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

BHS 210 Introduction to Epidemiology

This course provides an overview of introductory epidemiology for students who do not have a strong background in health science. Theories and practices relevant to contemporary field of epidemiology are explained, as are basic measures used to study the distribution and determining factors of disease, injuries, and death in human populations. Risk factors and modes of transmission for infectious and chronic diseases are presented from a public health perspective.

BHS 220 Introduction to Health Statistics

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

BHS 380 Global Health and Health Policy

This course explores biological, environmental, cultural, and other factors that influence global health. Students will examine key health policies affecting health promotion, disease prevention, health innovations, and partnerships and collaborations with global agencies and national health systems.

BHS 414 Cross-Cultural Health Perspectives

Explores the role of culture in defining health, illness, and disability and in shaping health behavior. Cross-cultural health beliefs, practices, and communication are considered within the context of both Western and non-Western medical paradigms.

BHS 450 Health Care Delivery Systems

Survey of the health care delivery system in the United States. Focus will be placed on standards of evaluation, managed care, Medicare and Medicaid, and health care reform initiatives. Implications for the health care provider, and professional practice, and for individuals, families and communities are included.

BHS 470 Strategic Planning and Sustainability of Health Programs

This course focuses on elements of strategic planning of health programs at the organizational and community levels. Assessment of needs, gaps, resources, and readiness; mobilization and capacity building; and program sustainability planning will be addressed.

BHS 499 Senior Capstone Project

This capstone course comprises the guided development of an individual project that reflects synthesis, integration, and application of previously acquired knowledge. Each student will address a healthcare management problem and will develop a comprehensive, scholarly project. *Prerequisite: all program courses*

BIO – Biology

BIO 101 Introduction to Biology

This course is a systematic introduction to the fundamentals of biology, beginning at the level of organic molecules and culminating at the level of complex ecosystems containing many interdependent plants and animals. We begin with a study of biologically important molecules, such as enzymes, and their functions in cells. Next, we study the structures and functions of cells are studied; those basic functions include respiration, metabolism, and reproduction. Moving upwards through levels of complexity, we study the characteristics of multicellular organisms, their major structures, and the ways in which they are classified in taxonomic systems. The course concludes with an examination of the molecular and cellular bases of Mendelian heredity, Darwinian evolution and the principle of natural selection, and the relationships among organisms in complex ecosystems.

BPH – Public Health

BPH 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).

BPH 499 Senior Capstone in Public Health

The capstone in public health represents a culmination of prior learning and provides students an opportunity to demonstrate synthesis, integration, and application of previously acquired knowledge and skills from prior coursework. Each student submits a comprehensive, scholarly project and gives a virtual presentation with speaker notes and narration. *Prerequisite: all program core courses*

BUS – Business

BUS 101 Technology, Innovation, and Critical Thinking for Business, HRM, and Leadership

Students study the interface between people and technology while developing strategies to lead, innovate, and solve problems. Students learn critical thinking and problem-solving skills as they retrieve

and critically evaluate information from digital media; organize, interpret, and apply the information to address current topics in the fields of business, human resource management, and leadership; and communicate within a professional context. Topics include conducting research on the Internet and within Trident's online library; organizing and analyzing data; and using word processing, spreadsheets, and presentation tools.

BUS 201 Introduction to Management

The purpose of this course is to introduce contemporary management theory. Students will acquire basic skills to further enhance managerial decision making. The focus of the course will be on planning, organizing, leading, and controlling. 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.

BUS 205 Business Law

An introduction to the law as it relates to business transactions including the law of contracts, agency and employment, the law of sales, the Uniform Commercial Code, consumer law, commercial papers, partnerships, corporations, antitrust, labor, environmental law, secured transactions, bankruptcy, insurance, and administrative law.

BUS 280 Communications in Business

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

BUS 303 Business Communication

The purpose of this course is to develop student skills for effective communication in business and professional settings. Effective methods of verbal, nonverbal, and written communication will be introduced. Consideration will be given to the effect of information technology on organizational communication and issues relating to intercultural communication.

BUS 401 International Business

The purpose of this course is to become knowledgeable in issues of international management and to become prepared to manage in the current globalized business environment. Students will become grounded in global marketing, strategy, human resource management, and finance. They will also become familiar with the international cultural environment. Students will demonstrate mastery through Case Assignments and a Session Long Project. *Prerequisite: ECO 201; ECO 202*

BUS 465 Business Analytics and Decision Making

The hallmark of an MBA graduate is the ability to analyze data and to use that analysis to make better informed decisions. Executives, managers and business owners must make a myriad of decisions to determine the best option and course of action. This course provides the student with skills to analyze

and present data using Excel modeling and graphing capabilities as well as how to understand and interpret this information for use in decision making. Decision modelling under assumed certainty, risk, and uncertainty will be utilized as well as learning and discussing heuristic methods and how to identify and avoid common decision biases. This course is equivalent to BUS 520. *Prerequisite: Student must be accepted to the Bachelors to Masters Dual Credit Program.*

BUS 500 Financial Intelligence

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

BUS 502 Principles of Business

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

BUS 503 Organizational Change and Transformation

Organizational Change and Transformation involves the study and implementation of processes that fundamentally reorient "the way things are done around here" within organizations. This course focuses especially on transformative change that dramatically affects the entire organization. Theoretical models of organizational change are introduced. Students then apply these theories and models to real world problems through case studies and discussions, drawing upon tools and processes for diagnosing, implementing, and managing organizational change. Mastery of the material in this course will be demonstrated by the student through the completion of a session-long application project. *Prerequisite:* ETH 501

BUS 520 Business Analytics and Decision Making

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

BUS 530 Managerial Economics

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

CAR – Career Development

<u>CAR 397 Strategic Career Preparation and Decision Making (3 Semester Hours)</u>
This course is intended to assist students in making informed strategic career decisions, and to prepare for the transition from the University. The course is an application of current theories of career development to the life situation of the class participant. Course content includes developing self-awareness, developing occupational awareness, developing economic awareness, and utilizing integrative and strategic career decision making processes.

<u>CAR 597A Career Planning and Development Course for Business and Information Systems Graduate Students (2 Semester Hours)</u>
The purpose of this course is to enhance the career development capacity of graduate students and postdocs, foster the life-long career management habits, maximize their scholarly training success, and positive career outcomes. The courses will provide foundational background through experiential learning, small-group discussions, and peer mentoring. These approaches support the self-construction of individually relevant understandings of career development that is consistent with similar independence in scholarly activities. The areas of focus include self-assessments, career exploration, goal setting, professional development, career planning and management, career adaptability, and additional topics identified by students.

<u>CAR 597B Career Planning and Development Course for Health and Human Services Graduate Students (2 Semester Hours)</u>
The purpose of this course is to enhance the career development capacity of graduate students and postdocs, foster the life-long career management habits, maximize their scholarly training success and positive career outcomes. The courses will provide foundational background through experiential learning, small-group discussions, and peer mentoring. These approaches support the self-construction of individually relevant understandings of career development that is consistent with similar independence in scholarly activities. The areas of focus include self-assessments, career exploration, goal setting, professional development, career planning and management, career adaptability, and additional topics identified by students.

<u>CAR 597C Career Planning and Development Course for Education Graduate Students (2 Semester Hours)</u>
The purpose of this course is to enhance the career development capacity of graduate students and post-doctoral students, foster lifelong career management habits, and maximize scholarly training success and positive career outcomes. The courses will provide foundational background through experiential learning, small-group discussions, and peer mentoring. These approaches support the self-construction of individually relevant understandings of career development that is consistent with similar independence in scholarly activities. The areas of focus include self-assessments, career exploration, goal setting, professional development, career planning and management, career adaptability, and additional topics identified by students.

CBA – Certificate in Business Analytics

CBA 518 Database Management

This course introduces database design and implementation. Emphasis is on normalization, data integrity, data modeling, and creation of database tables and queries. Upon completion, students should be able to design, implement, and manipulate normalized databases.

CBA 521 Statistical Analysis for Managers

In this course, statistical concepts that apply widely in business decision making are introduced, with a focus on application over theory. Since statistical analysis assists in decision making, this course will cover some key uses of statistical analysis to make sure that both the determination and interpretation of analysis results is not only understood but also communicated clearly to others.

CBA 583 Data Mining

Data mining extracts knowledge from large amounts of data. This course introduces the concepts, issues, tasks, and techniques of data mining. Topics include data preparation and feature selection, association rules, classification, clustering, evaluation and validation, scalability, spatial and sequence mining, and data mining applications.

CBA 584 Enterprise Data Warehousing and Business Intelligence

This course discusses how to use data warehouses to make effective and informed business decisions and also how to use data mining techniques to provide business intelligence to make informed business decisions.

CBA 590 Capstone in Business Analytics

The capstone course is designed to further demonstrate the student's abilities to apply and synthesize the knowledge obtained in this certificate program. Students will demonstrate what they have learned in the program to address challenges through a comprehensive project-based assignment.

CCA – Certificate in Computerized Accounting

CCA 100 Critical Thinking and Career Planning for Computerized Accounting

Students study the interface between people and technology while developing strategies to lead, innovate, and solve problems. Students learn critical thinking and problem-solving skills as they retrieve and critically evaluate information from digital media; organize, interpret, and apply the information to address current topics in the fields of business, human resource management, and leadership; and communicate within a professional context. Topics include conducting research on the Internet and within Trident's online library, using word processing, and presentation tools. The course also explores career planning tools and assessments.

CCA 101 Accounting & Bookkeeping Fundamentals

This course provides an introduction to the basic principles of bookkeeping and will help you to understand and demonstrate the skill sets used in the application of accounting principles, both theory

and practice. In this course students will examine the accounting equation, compare assets, liabilities, and equity, and evaluate their role in the operation of a business. Finally, the course will illustrate how to record financial transactions originating from the day-to-day business functions.

CCA 102 Introduction to Microsoft Office

This course provides students with knowledge of the use of Microsoft Excel, PowerPoint and Word. Students will develop knowledge and skills in using Microsoft Excel and spreadsheets by creating workbooks, formatting text and data. Furthermore, students will learn to create engaging PowerPoint presentations. Topics include creating slides, inserting and formatting images, and applying special effects, manipulating data, adding comments, and narrating and presenting the slide show. Microsoft word skills will also be emphasized including proficiency with Getting Started with Word, tool functions, editing skills, and formatting. Students will be asked to create documents in Word using a variety of editing and formatting tools and skills learned in the course.

CCA 105 Introduction to Computerized Accounting using Sage 50

This course provides an introduction to the "Sage 50 Accounting" software package and helps students develop the skills and knowledge to use the software. Students will use the software to set up a simulated new company, structure transactions for cash business, prepare financial statements, purchase inventory, and perform other business activities.

CCA 110 Introduction to Tax Preparation

This course provides an introduction to the preparing and filing on individual income taxes. This course will help students develop the knowledge, understanding, and skillsets required when working with taxes. Subjects covered in this course include tax returns, deductions, credits and special taxes, and accounting periods

CCA 115 Payroll Accounting

This course provides students with information that will help develop greater skills and knowledge relating to the management of a "general payroll system". Students will learn how to define payroll parameters and approach system implementations. Topics will include daily processing functions, electronic payroll processing, and other systems that will enable the payroll specialist to complete their tasks effectively and efficiently. Students will always learn the how to complete and process federal and state payroll tax forms and returns.

CCA 120 Quantitative Methods for Computerized Accounting

The course introduces students to college algebra concepts and skills for Tax Professionals. Topics include a basic review of mathematics, the language of algebra, equations, inequalities, polynomials, factoring, and rational expressions. Scenarios are presented throughout the course to emphasize real world applicability and problem solving.

CCA 180 Business Communication for Computerized Accounting

The purpose of this course is to develop student skills for effective communication in business and professional settings. Effective methods of verbal, nonverbal, and written communication will be

introduced. Consideration will be given to the effect of information technology on organizational communication and issues relating to the Tax Professional.

CCA 200 Applied Accounting

This course will continue to help students learn, understand, and apply accounting principles. Some of the areas this course will focus on include preparing a trial balance, accounting periods, adjusting journal entries, and worksheet procedures. This course also provides an introduction to applied accounting. In this course, students will learn about the general ledger, the accounts receivable ledger, and the accounts payable ledger. Students will also discuss the types of financial statements, posting journal entries, closing procedures, and post-closing trial balance.

CCA 205 Advanced Computerized Accounting using QuickBooks

This course provides a detailed look into the QuickBooks accounting software by helping students develop the necessary skills to use the software in a business setting. The course teaches students how to use the software to set up a new company, payroll, pay taxes, make financial transactions, set up time tracking, pay employees, and perform other business activities.

CCA 210 Advanced Tax Preparation

This course will continue to build upon CCA 110 and will help students to further develop the knowledge and skill sets required for the filing of individual income taxes. This course will cover capital gain and losses, the state resident individual tax return, and state tax practitioner requirements among other topics.

CHEM – Chemistry

CHEM 101 General Chemistry I

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

CHEM 101 L General Chemistry I with Lab

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

CHEM 102 General Chemistry II

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

CHEM 102 L General Chemistry II with Lab

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

CHS – Health Sciences

CHS 202 Health and Society

The purpose of this course is to examine key issues and health conditions confronted by society. Issues to be explored include nutrition and exercise, children's health, communicable diseases, mental health, and environmental health. Health interventions will be addressed in a social context from a multidisciplinary standpoint.

CJA – Criminal Justice Administration

CJA 201 Criminology and Public Policy

Blending theory and practice, this introductory course examines some of the most controversial issues in criminology, including domestic terrorism, from a conceptual perspective. Essential areas covered in this course are policies and practices surrounding: Profiling, Miranda Law, insanity defense, plea bargaining, and capital punishment.

CJA 302 Criminal Justice Systems

This course examines the internal and external structures, functions, and activities of the criminal justice system. Attempting to understand how criminal justice administration operates as a system, and how these organizations interact with the larger social and political systems, we will get to know how people work both within and between these systems.

CJA 401 Criminal Justice Administration

In some sense, criminal justice organization is no different from managing any other organization. But in some sense, this is not so bad. To what extent is criminal justice administration different from administering other organizations? This course attempts to answer that question by looking at the peculiarities of criminal justice administration in terms of management techniques, leadership, organizational design, organizational behavior, marketing, finance, and other functional areas of business administration.

CJA 490 Capstone in Criminal Justice Administration

The course opens with an examination of cultural competency in Module 1. This will finish off the essential criminal justice topics. From Modules 2 to 4, under the direction of their professor, students will complete a 10- to 15-page comprehensive project in Criminal Justice Administration. The purpose of

the project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate-level learning obtained in the Criminal Justice Administration concentration.

CMB – Certificate in Medical Billing and Coding

CMB 151 Anatomy & Physiology I/Medical Terminology I

This is the first course of a two-semester course series. Students will learn the basic medical terminology used in the billing and coding profession including prefixes, suffixes, combining forms, and how to decipher medical words. Students will then be introduced to the general principles of cell biology, tissues, and the structure and function of the nervous, sensory, muscular, skeletal, cardiovascular and respiratory systems with an emphasis on diagnostic tests and system-related disorders.

CMB 152 Anatomy & Physiology II/Medical Terminology II

This is the second course of a two-semester course series. Students will learn the basic medical terminology used in the billing and coding profession and develop knowledge of the human body (anatomy), its functions (physiology) and associated disorders. Students will continue to develop a basic understanding of body system functions with particular emphasis on the digestive, urinary, reproductive, endocrine, immune and integumentary systems along with their predominant pathologies.

CMB 155 Pathophysiology/Pharmacology

This course examines general disease mechanisms and health management. Emphasis is placed on pathological disorders that alter normal body system function and ability to maintain homeostasis. A variety of different drugs classes used in the treatment of disease will be identified and evaluated.

CMB 160 Electronic Health Records

This course provides an introduction on how to use and successfully manage electronic health records (EHRs). Students will develop EHR skills by acquiring fundamental concepts, terminology, regulations, and procedures. The administrative functions in the EHR will be examined as well as the necessary privacy and security standards and regulations. The collection of clinical health information will be explored including the standards of documentation required for legal purposes. Finally, students will review emerging technologies that support patient medical record access online.

CMB 170 Coding I

This is the first coding course in a series. Students will be introduced to ICD-10-CM diagnostic coding as it pertains symptoms, signs and abnormal clinical findings, and general factors influencing health status and contact with health services. Students will be reviewing a medical record to determine the diagnostic statement. Coding guidelines are defined and evaluated for accurate coding.

CMB 175 Coding II

This is the second coding course in a series. Operative reports will be dissected for pre-surgical and post-surgical activities to determine the procedural statement. Students will be introduced to CPT coding for outpatient ambulatory coding and professional services coding. This is followed by a detailed study of CPT-4 procedural coding with an overview of CPT and HCPCS, Modifiers, Evaluation and

Management Services, Medicine Procedures, Surgery Coding, Anesthesia Procedures, and Radiology, Pathology and Laboratory Coding.

CMB 180 Coding III

This is the third coding course in a series. Students will be introduced to ICD-10-PCS for inpatient procedural coding. This course includes a detailed study of ICD-10-PCS coding guidelines and PCS tables. Students will break down a medical record and/or operative report to determine each section, body system, root operation, body part, approach, device, and qualifier to assign the most accurate code.

CMB 185 Advanced Coding Concepts

This is the last coding course in the series. Students will illustrate coding proficiency and accuracy by applying all medical coding knowledge to operative reports in various healthcare settings. Specific coding guidelines applicable to the 4 code sets (CPT, HCPCS, ICD-10-CM, and ICD-10-PCS) will be reviewed and applied. All coding sets learned in the certificate program will be applied to operative reports, which will then be evaluated for the diagnostic statement, procedural statement, and healthcare setting. In this course real world operative reports will be dissected and coded.

CMB 190 Reimbursement

Students will study the life cycle of the health insurance claim for services rendered for reimbursement. Focus is on prospective payment system, third-party payers, and billing and insurance procedures. The course will also review varying third-party insurance plans such as government sponsored plans, privately sponsored plans, and employer sponsored plans.

CMB 200 Billing Regulations and Ethics

Students will determine the medical billing regulations required for claims reimbursement based on the third- party carrier such as Medicare, Medicaid, managed care organizations, military insurance plans, and CHIPS plans. The payment posting, managing refunds, and medical claim follow-up process will be evaluated. Reimbursement analysis including understanding how payments are applied, which adjustments are made, billing secondary insurance and how to determine patient financial responsibility. The course will include an in-depth evaluation of the AHIMA Code of Ethics and the Patient Bill of Rights.

CMB 205 Appeals and Collection

Students will learn about the reimbursement appeal process for non-payment or reduced payment. The Medicare Redetermination process will be evaluated. Workman's Compensation Insurance claim policies and procedures will be examined. Finally, students will analyze the medical collection process by reviewing aging reports and filing small claims lawsuits for payment.

CMB 210 Professional Practicum Experience

This capstone course will review all of medical coding and billing skills developed in the certificate program. The purpose of the course is to ensure successful development of technical skills in preparation for the industry certification exam

CMG – Contract Management

CMG 301 Fundamentals of Contract Management/Administration

The language of contracting and contract management such as: the nature of the contracting process, contract terms, contract conditions, contract content, pricing arrangements, contractual vehicles, the differences between contracts for supplies and contracts for services, how public and private contracts differ; and how to write a contract administration plan to meet the customer's cost, schedule and performance requirements. The three phases of the contracting management process are discussed: pre-contract award management, contract management techniques after the contract award, and management and monitoring contract/contractor performance. *Prerequisite: MGT 280; MGT 302*

CMG 302 Negotiation, Pricing, and Conflict Resolution

Presentation of negotiation techniques and the sources of conflict which may be manifested in contract negotiations, especially as related to pricing. Various negotiation and conflict resolution approaches and strategies will be addressed in context of several approaches to pricing and overall contractual requirements. The social, economic, legal, and political forces that govern relationships and create conflicts between various parties in the contracting process are identified and techniques for achieving effective balance between these forces are presented.

CMG 402 Fundamentals of Purchasing and Purchase Management

Purchasing function, responsibility and importance in the enterprise; government procurement vs. commercial purchasing practices; tools and techniques for effective supplier selection, purchasing; quality, price, and transportation issues; purchasing ethics. Management principles for effective purchasing administration are presented. *Prerequisite: MGT 280; MGT 302*

COM – Communications

COM 100 Public Speaking (1 Semester Hour)

This course introduces students to the history of communication and how forms and methods of communication affect our lives today. Students will learn the impact of mass media, communication terminology and primary elements used when preparing, delivering and receiving information. How we communicate has evolved over time and it will continue to evolve as technology influences our verbal and nonverbal communication methods. Emphasis is placed on the review and analysis of the art and philosophy of effective communication, formal and informal writing, intrapersonal communication and communication styles while considering the barriers to each. Students' understanding of these elements will be demonstrated through interactive worksheets, question and answer, quizzes and discussions in the forum.

CSC – Computer Science

CSC 111 Foundations of Computing and Program Design

Introduction to the field of computer science. Topics include current state, trends, and challenges of various aspects of computing: computer hardware and software, programming languages, and fundamental programming concepts such as algorithms and object-oriented programming.

CSC 112 Assembly Language

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

CSC 202 Calculus for Computer Sciences

CSC202 is a calculus course intended for computer science students. Topics include a brief review of real and complex numbers, functions, sequences, series, continuity and limits, derivatives, integrals, curve sketching, and optimization areas between curves. *Prerequisites: MAT 106 and MAT 150*

CSC 212 Intermediate Object-Oriented Programming

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

CSC 230 Data Structures and Algorithms

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

CSC 310 Advanced Programming Topics

This course uses Java as a tool to introduce important programming topics such as error checking, file processing, different search and sort algorithms, and data structures. Case Assignments and Session Long Projects in each module are designed to help students learn these concepts by hands-on programming. More emphasis is put on helping students to choose the appropriate data structure based on the task.

CSC 316 Database Systems I

Databases are pervasive throughout organizations for the storage and retrieval of routine and mission critical data, information and knowledge. This course provides students with an introduction to and an overview of database systems including database design, Entity Relationship data modeling, the relational model of data and SQL. Students will work with a relational database and create the database schema, learn and apply normalization rules and add, modify and retrieve data from the database using Structure Query Language (SQL).

CSC 325 Operating Systems and Environments

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

CSC 330 Computer System Architecture

This course provides an introduction to the fundamental concepts in computer architecture. Topics may include: basic system components, performance measurements, instructions and their representation, number representation, implementation of arithmetic operations, processor organization, pipelining, and the Memory Hierarchy.

CSC 340 Networking and Data Communications

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

CSC 414 Advanced Networking: Wireless, Hybrid Networks

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

CSC 416 Information Security and Technology in Society

This course introduces the technical aspects of information security. The topics introduced are assessment of security threats and risks, network security, access control fundamentals, cryptography, and computer forensics.

CSC 420 Network Security

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

CSC 421 Introduction to Cryptography

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

CSC 424 Software Engineering

This course emphasizes the foundations of software engineering necessary for development of software systems. Students are introduced to system requirements elicitation and analysis, development of appropriate software solutions, effective software design, coding, and testing methodologies, team

development, and the use of software engineering tools. Students will demonstrate proficiency through projects incorporating software engineering skills and knowledge. *Prerequisite: CSC 316*

CSC 425 BSCS Integrated Project

This class is the capstone class for the CSC program and students are required to design and develop an application that integrates the tools and techniques they have learned as they have proceeded through the curriculum. Students will also learn about the systems development process and prepare various documents in support of the systems development process.

DBA – Business Administration

Courses with a DBA prefix are applicable to the PhD BA only

DBA 680 Independent Study (Variable Credit Course - between 1 and 4 SH)

The independent study course allows doctoral students to pursue a topic of interest relevant to the doctoral studies that doesn't necessarily fit into the existing academic curriculum of the program. Students gain research experience in their field of interest and can explore deeper into a specialized topic. All students registering for independent study course must request director's approval prior to registration.

DBA 699 Dissertation Proposal Seminar (4 Semester hours)

This seminar is the first step toward the dissertation proposal development process. Students will work on the development of a complete dissertation prospectus (approximately 20–30 pages) in the standard format containing the specifications required for doctoral research in Business Administration and have the prospectus approved by their instructor. If students plan to use the prospectus to encourage academics to serve as chairs of their dissertations, students will be guided in this process. This seminar must be taken in the student's final session of coursework in the Ph.D. in Business Administration program. *Prerequisite: RES 620*

DBA 700 Dissertation Series (4 Semester hours)

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

DBA 701 Dissertation Series (4 Semester hours)

After successful completion of DBA 699, students will enter the Dissertation Series courses phase (DBA 700–DBA 702). These are four-semester hour courses that are dedicated to students' work on the dissertation proposal. Each of the three courses has specific milestones that students are required to meet. By the end of DBA 702 students should have Chapters 1, 2, and 3 of their research proposal completed. Students who fail to meet course milestones will not be allowed to enroll in the next course until they repeat the current course and pass it. Each course can be taken no more than twice. More details (including questions and answers) appear in the Dissertation Handbook of the Glenn R. Jones College of Business. The milestone for DBA 701 is as follows: Complete Chapter 2 of the dissertation proposal. Students must submit a report on their progress every two weeks, and Chapter 2 must be submitted in Module 5. The grade in the course will be determined by the quality of Chapter 2.

DBA 702 Dissertation Series (4 Semester hours)

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

DBA 703 - 711 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. During dissertation continuation courses all students are required to demonstrate academic progress in their dissertation research. At the end of every session enrolled, students complete a Progress Report detailing their achievements, which is graded by the Committee Chair, a rubric is completed with feedback, and a final grade of P/NP is assigned. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Dissertation continuation courses are not eligible for federal financial aid and VA/GI Bill benefits.

DEL – Doctoral Education Leadership

DEL601 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, feasibility studies, and quality and evaluation issues will be addressed.

DEL 602 Leadership and Leader Roles in Education

An examination and analysis of the leadership and management skills required to lead and to direct the various types of educational organizations. Topics to be included are strategic leadership styles, strategic roles of the CEO, and transformational leadership.

DEL603 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 behaviors from the perspective of individuals, organizations, communities, and society are explored and discussed. Additionally, the purpose of the course is to provide students with an opportunity to explore their dissertation topic by developing a research question, conceptual framework, and annotated bibliography in regards to health behavior and change.

DEL 606 Management of Change in Education

The purpose of this course is to introduce the student to the research concerning how change is managed in educational organizations. The student will explore the application of this knowledge in managing such change forces as restructuring, team-based projects, cultural diversity and multicultural influences, globalization, competition, and new technology. Special emphasis will be given to issues relating to technology implementation, resistance to change, e-learning management, and management of diverse student populations. Mastery of these skills will be demonstrated by the student through completion of Case Assignments based on analysis of published research studies as well as a Session Long Project.

DEL 610 Qualitative Research

Compares and contrasts qualitative research methods and modes of qualitative analysis. Examines issues in establishing plausibility, credibility and adequacy. Includes data gathering techniques, data recording and data analysis. *Prerequisite: DEL 600*

DEL 612 Program Evaluation in Education

Outcome-based evaluation is explored and development of a comprehensive evaluation blueprint for a selected field setting is included. The impact of external accreditation criteria is explored. An overview of the evaluation research process and its importance to stakeholders and policy makers is included.

DEL 614 Research in Education Leadership

This course examines the micro and macro aspects of leadership in education; from the classroom, up to the state level of education. Significant leadership theories will be examined by (a) models, (b) practices, and (c) contexts within a stable as well as a changing environment. The student will learn to recognize various styles and speculate which will be more effective in given situations. Decisions will be grounded in recent literature in leadership. Students will conduct either a review of the literature, or an independent research study that addresses a particular issue or topic in educational leadership that is of particular interest to their professional goals.

DEL 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.

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.

DEL 631 School Reform

In-depth examination of contemporary trends in comprehensive school reform with special emphasis on current programs of effective schooling, staff development, and instructional leadership.

DEL 632 Legal Aspects of Education Leadership

This course will explore current key themes and issues in education law, such as the Elementary and Secondary Education Act, the IDEA and Students with Disabilities, sexual harassment, violence on campus and intellectual property. Students will research and evaluate legislative enactments and cases that have a major impact on the professional practice of teachers and education leaders in the United States.

DEL 635 Current Issues in E-Learning

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

DEL 651 Graduate Teaching Assistant Practicum

Develops a teaching experience by being an intermediary between the professor and students while comprehending the general education pedagogy and learning models. Understands the assigned course objective and learning outcomes to fulfill the responsibilities as Graduate Teaching Assistant (GTA). This course is not eligible for financial aid or VA.

DEL 652 Graduate Teaching Assistant Practicum 2

Discussion of teaching approach and teaching mode including value of diversity, multiculturalism, and cultural sensitivity in the classroom. Focus on mentor skills and teaching effectiveness by coordinating lab and tutoring operations along with refining teaching skills. This course is not eligible for financial aid or VA.

DEL 653 Graduate Teaching Assistant Practicum 3

Final course of GTA program to develop a teaching philosophy and create a teaching portfolio with teaching goals and strategies, teaching responsibilities, teaching and learning experience, diversity

values, and ethical actions in teaching by reflecting on teaching experience through GTA program. This course is not eligible for financial aid or VA.

DEL 699 Dissertation Seminar

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

DEL 700 Dissertation Series

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700-series courses will be 4-credit courses and will appear in a separate section on the student's transcript dedicated to the dissertation. While enrolled in the 700-series courses and until completion of the dissertation, students will receive grades of "P" signifying satisfactory progress upon a showing of actual progress in the dissertation. However, credits earned towards 700-series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700-series courses. The student's progress will be determined by the dissertation chair and/or the Director of the Ph.D. program.

DEL 701 Dissertation Series (4 Semester hours)

A student enrolled in DEL701 must make substantial progress toward his/her dissertation study and advance to DEL702. As a result of a student's satisfactory progress upon a showing of actual progress in the dissertation study, students are permitted to enroll in DEL702. Students continue to work on their prospectus and/or dissertation proposal depending on their progress made to date. A student making progress will receive a "P" grade. Students who fail to meet the requirements for the course will receive a "NP" (Not Passing) grade and will have to repeat the course. Students are allowed to repeat the course only twice.

DEL 702 Dissertation Series (4 Semester hours)

A student enrolled in DEL702 must make substantial progress toward his/her dissertation study and advance to DEL703. As a result of a student's satisfactory progress upon a showing of actual progress in the dissertation study, students are permitted to enroll in DEL703. Students continue to work on their prospectus and/or dissertation proposal depending on their progress made to date. A student making the progress will receive a "P" grade. Students who fail to meet the requirements for the course will receive a "NP" (Not Passing) grade and will have to repeat the course. Students are allowed to repeat the course only twice.

DEL 703 - 711 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. During dissertation continuation courses all students are required to demonstrate academic progress in their dissertation research. At the end of every session enrolled, students complete a Progress Report detailing their achievements, which is graded by the Committee Chair, a rubric is completed with feedback, and a final grade of P/NP is assigned. Credits earned toward 700 series and continuation

courses will NOT be included in overall GPA calculation. Dissertation continuation courses are not eligible for federal financial aid and VA/GI Bill benefits.

DHA – Health Administration

DHA 619 Current Issues in Health Administration Research

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

DHA 621 Health Care Law, Regulation and Ethics

This course will explore the relationship between patients, providers, payers and regulators. Legal and ethical rules and principles will be researched and applied to solve new types of problems faced by managers, administrators and healthcare organizations in the current healthcare delivery system.

DHA 698 Strategic Planning for Healthcare Organizations

This course examines the management of health care organizations from the "strategic management" perspective of top management. We will examine the formulation and implementation of organizational goals and objectives with regard to the health care organizations' financial position, marketing capabilities, and human resources management. Although we will focus on 'top management', the student will be able to apply these foundations, to the business and functional levels.

DHS – Doctoral Health Sciences

DHS 612 Program Evaluation

The goal of this course is to enable students to gain knowledge and skills on planning and evaluating health promotion programs. The course examines the concepts, tools, data collection and analysis methods and designs used to evaluate health promotion programs. Examples are presented from childhood obesity prevention programs, smoking and substance abuse prevention programs, and family planning and reproductive health programs.

DHS 640 Qualitative Research

Compares and contrasts qualitative research methods and modes of qualitative analysis. Examines issues in establishing plausibility, credibility, and adequacy. Course requirements include data-gathering techniques, data recording, and data analysis.

DHS 652 Research Seminar

The purpose of this course is to review the many ways in which epidemiology contributes to the medical sciences; discuss the sources of health data; illustrate how epidemiologic measurements are made and used; outline the steps in the assessment of causation and risks; discuss common research designs used by epidemiologists; and describe some of the errors made in clinical research.

DHS 660 Linking Theory to Research

The purpose of this course is to explore foundational concepts involved with the role, use, and application of research literature in educational and health science 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 and funding proposals.

DHS 699 Dissertation Seminar

The purpose of this course is to guide students through the process of writing the first draft of their dissertation proposal and completion of the written and oral qualifying exam.

DHS 700 Dissertation Series (4 Semester hours)

The Dissertation Series and Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The DHS 700–702 series courses will be four-semester hour courses and will appear in a separate section on the student's transcript dedicated to the dissertation. Credits earned toward 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

DHS 701 Dissertation Series (4 Semester hours)

The Dissertation Series and Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700–702 series courses will be four-semester hour courses and will appear in a separate section on the student's transcript dedicated to the dissertation. Credits earned toward 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

DHS 702 Dissertation Series (4 Semester hours)

The Dissertation Series and Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 700–702 series courses will be four-semester hour courses and will appear in a separate section on the student's transcript dedicated to the dissertation. Dissertation Proposal (Prospectus) must be completed by the end of DHS702. Credits earned toward 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

DHS 703 - 711 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. During dissertation continuation courses all students are required to demonstrate academic progress in their dissertation research. At the end of every session enrolled, students complete a Progress Report detailing their achievements, which is graded by the Committee Chair, a rubric is completed with feedback, and a final grade of P/NP is assigned. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Dissertation continuation courses are not eligible for federal financial aid and VA/GI Bill benefits.

DIH – Doctoral International Health

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 633 Global Epidemiology

Investigates the global incidence and prevalence of disease and risk status through the analysis of health indicators and considers strategies for health promotion and disease prevention from the village level to the national and international levels.

DIH 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 health care on the health status of minority groups are considered.

DOC – Doctoral Studies

DOC 600 Introduction to Doctoral Studies and Research Methods in Business

The course establishes a firm foundation in doctoral studies. Topics include the similarities and differences between applied and academic research, doctoral resources, ethics, and an introduction to research design and methodology. By the end of this course, students will identify a general area of research interest.

DOC 640 Case Study and Action Research

The purpose of this course is to develop applied research skills through the methods of case study analysis and action research. Students will distinguish the type of business problems best addressed by these methods. This course complements the quantitative components of the curriculum to enhance skills in mixed- method research. By the end of this course, students will identify the organization where they will conduct their doctoral study. *Pre- requisite: DOC601, MGT610, MKT610, FIN610*

DOC 650 Technology and Business Process Improvement

This course covers the essential steps for planning and implementing business process improvements. Emphasis is placed on the use of technology to increase effectiveness and efficiency in a sustainable manner. Students will learn how to develop practical plans for improving processes and presentation to executive decision makers. By the end of this course, students will have completed Section I draft of their doctoral study proposal. *Pre-requisite: DOC 640*

DOC 660 Innovation and Creativity in Business

Strategic innovation involves gaining competitive advantage through creativity and novel thinking. This course about designing and building organizations that promote successful innovation. Topics include innovation strategies and resistance, risk assessment, creating pioneering cultures and designing organizational structures to support creativity and experimentation. By the end of this course, students will have completed Section II draft of their doctoral study. *Pre-requisite: DOC 650*

DOC 670 Applied Statistics for Research in Business and Management

The course is designed for practicing managers to establish a solid understanding of how to use statistics to support decision-making. The focus is on clear descriptions and instructions for Excel tools emphasizing logical reasoning and application rather than theoretical concepts. Students completing the course will be capable of conducting their own analyses as well understanding statistical reports prepared by specialists. By the end of this course, students will have completed a draft of Section III of their doctoral study proposal. *Pre-requisite: DOC 650*

DOC 690 Doctoral Study Proposal

This course deals with both the theoretical and practical aspects of designing a doctoral study project based on applied research. Students should follow the DBA program handbook and work towards proposal development. Students will revise previous drafts based on committee's feedback, prepare a DSP proposal. This seminar must be taken in the student's final session of coursework in the DBA program.

DOC 700 Doctoral Study Supervision I

This course is the initial course in a sequence of three doctoral study supervision courses that are part of the DBA program aimed to complete the doctoral study project. It must be taken after DOC690. In this course students will finalize and defend their doctoral study project, apply and receive IRB approval, and start collecting data.

DOC 701 Doctoral Study Supervision II

This course is the second course in a sequence of three doctoral study supervision courses that are part of the DBA program aimed to complete the doctoral study. This course must be taken once the data has been collected. In this course students will analyze data and generate data reports in the most appropriate format for decision making.

DOC 702 Doctoral Study Supervision III

This course is the last course in a sequence of three doctoral study supervision courses that are part of the DBA program aimed to complete the doctoral study. This course must be taken once the data has

been collected and analyzed. In this course students will write up the results of the study, conclusions, limitations and implications. In addition, students will prepare an executive summary for the organization where data was collected and present their results to the committee for final approval.

ECO – Economics

ECO 220: Principles of Economics

This course will introduce the students to the core concepts and language used in the world of economics. It will do so by exploring the theories, models and terminology associated with the principles of both microeconomics and macroeconomics. Some of the areas students will research and study include: GDP, the Federal reserve, fiscal and monetary policy, and how demand and supply impacts market equilibrium and consumer behavior.

ECOL – Ecology

ECOL 100 The Economics of Biodiversity

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

EDD – Doctor of Education

EDD 602 Leadership Theory and Practice

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

EDD 605 Applied Research

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

EDD 606 Management of Change in Education

The purpose of this course is to introduce the student to the research concerning how change is managed in educational organizations. The student will explore the application of this knowledge in managing such change forces as restructuring, team-based projects, cultural diversity and multicultural influences, globalization, competition, and new technology. Special emphasis will be given to issues

relating to technology implementation, resistance to change, e-learning management, and management of diverse student populations. Mastery of these skills will be demonstrated by the student through completion of Case Assignments based on analysis of published research studies, and a Session Long Project.

EDD 607 Advanced Applied Research
This course builds on and reinforces the foundations of Applied Research. Students will be equipped with a complete and holistic understanding of applied research at methodological, theoretical, and practical levels as applied to education.

EDD 608 Designing a Doctoral Study: Identifying the Problem of Practice
This course is intended for students in the Ed.D. in Educational Leadership Degree Completion Program. Students will develop or refine the problem of practice for the doctoral study. The primary focus of this course is the development of the problem statement, purpose, conceptual framework, research questions, and the significance of their study to the field of educational leadership.

EDD 609 Designing a Doctoral Study: Literature Review
This course is intended for students in the Ed.D. in Educational Leadership Degree Completion Program. The primary focus of this course is the development of a literature review and exploration of quantitative or qualitative research designs to address the problem of practice identified for the doctoral study.

EDD 610 Designing a Doctoral Study: Methodology and Data Collection
This course is intended for students in the Ed.D. in Educational Leadership Degree Completion Program. The primary focus of this course is defining the methodology and data collection for the doctoral study. Students will also complete a draft of the Trident University IRB Application and select their Doctoral Study Chair.

EDD 611 Strategic Planning and Finance for Educational Leaders
This course provides an overview of financial administration in public PK–12 schools, colleges, and universities with a special emphasis on funding theories and strategies, governmental and private-sector programs and initiatives, resource allocation concerns, and institutional fund-raising activities.

EDD 613 Evidence Based Decisions and Accountability

This course focuses on assessment practices, how educational leaders utilize assessment to support student success, and how data is used to determine institutional effectiveness.

EDD 614 Research in Education Leadership
The course examines methodology and research designs utilized in education and social science. Students will refine the literature review, problem statement, research questions, research methodology and design for a dissertation or doctoral study. The course culminates in the completion of a three-article dissertation proposal or doctoral study proposal.

EDD 630 Principles of Instructional Leadership

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

EDD 631 School Reform

In-depth examination of contemporary trends in comprehensive school reform with special emphasis on current programs of effective schooling, staff development, and instructional leadership.

EDD 633 Law and Policy in Education

This course explores key issues in education law and education policy. Students will research and evaluate legislative enactments, legislative cases, and current and proposed educational policies that impact the professional practice of education leaders in the United States.

EDD 634 Current Issues in PK-12 Education

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

EDD 636 Dimensions of Teacher Leadership

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

EDD 640 Current Issues in Higher Education

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

EDD 641 Higher Education Administration

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

EDD 642 Student Development Theory

This seminar reviews student development theory and the foundational purpose of higher education. Students will learn how the application of these theories can guide the leadership and development of effective academic and support programs for students, faculty and administrators in higher education settings.

EDD 643 Management of Change in Higher Education

This seminar will explore change management theory and its application in higher education settings. Through a series of case studies, students will develop the skills necessary to become effective leaders of change in higher education settings. Students will explore the skills needed to manage organizational transitions, strategic planning, and communication with stakeholders.

EDD 644 Curriculum in Higher Education

This seminar will review dimensions of the curriculum planning process in higher education settings. Students will learn to 1) justify and present new curriculum and degree programs, 2) collaborate with stakeholders, such as the faculty and the community, 3) identify appropriate resources for curriculum development and planning, 4) incorporate student learning outcomes and modes of assessment, and 5) understand the administrative protocol at the campus and/or national accrediting agency.

EDD 681 Doctoral Study I

This is the first course in the doctoral study course sequence. Under the guidance of the doctoral study chair, students will finalize the problem statement, purpose, conceptual or theoretical framework, research questions, methodology, and design of their study. The course concludes with submission of a research proposal, application, and supporting documents to the Trident IRB.

EDD 691 Doctoral Study II

This is the second course in the doctoral study course sequence. Under the guidance of the doctoral study chair, students will continue their study. This course concludes with a draft of the doctoral study manuscript.

EDD 701 Doctoral Study III

This is the third course in the doctoral study course sequence. Under the guidance of the doctoral study chair, students will continue their study. This course concludes with a completed doctoral study manuscript and doctoral study defense. This course may not be repeated and is Passing/Not Passing.

EDD 704 Doctoral Study Continuation (0 Semester Hours)

This course offers doctoral students an additional session to complete the requirements for the doctoral study. The Doctoral Study Continuation course must be taken every session for students to maintain their active status in the doctoral program. The 704 course will be a zero (0) semester hour course. During Doctoral Study Continuation courses all students are required to demonstrate academic progress in their doctoral study research. Students complete a revised doctoral study manuscript, which is graded by the Committee Chair; a rubric is completed with feedback. Students who do not successfully defend the doctoral study are assigned a grade of NP and may repeat the course. Enrollment in the course is subject to Doctoral Studies Director approval. Credits earned toward 700 series and

continuation courses will NOT be included in overall GPA calculation. Doctoral Study Continuation courses are not eligible for federal financial aid and VA/GI Bill benefits.

EDM – Emergency Disaster Management

EDM 402 Critical Infrastructure Vulnerability and Protection

This course will examine domestic critical infrastructures which include (a) Utilities, (b) Transportation, (c) Banking and Finance, (d) Communications, (e) Internet, and (f) Public Health. We will analyze threats to their integrity due to terrorist attacks, natural disasters, accidents, and examine steps to prevent and reduce vulnerabilities. The learner will become familiar with using the "Nodes and Links" schema in pinpointing areas of vulnerability. Scenarios will be employed to discover appropriate interventions during a crisis. The role of the military will be critically examined.

EDM 403 Survey of Emergency and Disaster Management

Examine the multifaceted issues of developing, planning, organizing, and managing disaster programs nationally and internationally. Emphasis of the core components of disaster program will be included: hazard and vulnerability analysis, mitigation and prevention, preparedness, response, and recovery. The morbidity, mortality, and economic impact of disasters will be examined.

EDM 411 Emergency Transportation and Transshipment Logistics

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

EDM 412 Emergency Healthcare Logistics in Disasters

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

EDM 501 Domestic Terrorism

This course will examine the growing threat of domestic terrorists. Domestic terrorism will be defined in terms of economic and ideological intent, and geographical and organizational make-up. Examples for review will include drug cartels along the U.S. and Mexican border, "lone wolves," cell operatives, and "copycat" terrorists. We will try to answer the question whether paramilitary groups and environmental

and animal rights activists use terrorist acts to civilians threatening their agenda. The role of the military will be critically examined.

EDM 502 Critical Infrastructure Vulnerability and Protection

This course will examine domestic critical infrastructures which include (a) Utilities, (b) Transportation, (c) Banking and Finance, (d) Communications, (e) Internet, and (f) Public Health. We will analyze threats to their integrity due to terrorist attacks, natural disasters, accidents, and examine steps to prevent and reduce vulnerabilities. The learner will become familiar with using the "Nodes and Links" schema in pinpointing areas of vulnerability. Scenarios will be employed to discover appropriate interventions during a crisis. The role of the military will be critically examined.

EDM 510 Dynamic Disaster Management Logistics

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

EDM 511 Emergency Transportation and Transshipment Logistics

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

EDM 512 Emergency Healthcare Logistics in Disasters

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

EDU – Education

All EDU Courses are worth 3 Semester Hours

EDU 501 History and Policy in U.S. Education

This course will explore history and policy of U.S. educational systems across the PK-18 pipeline, including early childhood education, elementary/secondary education, and postsecondary education.

Students will examine the connection between historical influences on U.S. educational systems and education reform efforts.

EDU 504 Educational Research
This course introduces students to educational research and the basics of research methodology and design. The intent of the course is to help students develop an understanding of the role of research in educational policy, practice, and leadership. Emphasis will be placed on examination of quantitative, qualitative, action research and evaluation research in educational settings.

EDU 506 Law and Ethics in Education
This course will explore education law and ethics applicable to elementary, secondary and post-secondary settings. Students will explore legislation and cases that have had a major impact on professional practice of educators and educational leaders in the United States.

EDU 508 Diversity in U.S. Education
This course provides an overview of essential concepts related to equity and diversity in educational settings. Students will develop an awareness of race, ethnicity, culture/class, gender, and disability and explore how educators and leaders can support equity. Emphasis will be on the exploration of the social, economic, and political forces that influence educational systems.

EDU 509 Leadership and Organizational Theory
This course examines the impact of leadership theories and organizational theories applicable to educational settings. Students will reflect on the application of appropriate leadership and organizational theory to a wide variety of educational settings with an emphasis on understanding the role of leadership on organization, culture, and climate.

EDU 520 Adult Education and Society
This course examines the purpose and intention of adult education in the U.S. Students will explore trends and issues in the field of adult education and review the role of adult education in the community and in the workplace.

EDU 521 Adult Learning Theory
This course provides an overview of adult learning theory with a focus on the application of the psychological principles of adult learning in a classroom or training environment. Students will explore the characteristics of andragogy and how to meet the needs of diverse adult learners.

EDU 522 Assessment of Adult Learners and Instructional Strategies
This course will explore the role of assessment in adult education and training. Students will develop the knowledge and skills necessary to use formative and summative assessment to improve adult learning and critically examine instructional strategies for adult learners.

EDU 523 Instructional Design and Technology in Adult Education

This course reviews the concept of instructional design in the field of adult education and examines the integration of educational technology in the classroom and online. Students will develop an understanding of the role of technology in adult education settings and explore current research and instructional models that apply to adult learners.

EDU 530 Foundations of Early Childhood Development
This course surveys current theories for educating the young child along with related practical applications. Curriculum and materials will be examined and evaluated as they relate to national standards and developmentally appropriate approaches to early childhood development.

EDU 531 Research in Early Childhood Development
This course provides students with an overview of the contemporary issues in early childhood education. Students will examine current research in the field of early childhood education and reflect on the application of research to practice.

EDU 532 Effective Observation and Assessment in Early Childhood Education
This course provides students with the necessary knowledge and skills to develop professional practice in informal and formal observational and developmental screening assessment instruments for young children. Students will discover how to select and use appropriate observational tools to determine critical information that will facilitate student centered learning environments that support the growth and development of young children.

EDU 533 Administration of Child Development Centers
The course examines the components necessary for planning, operating, and evaluate programs in Early Childhood Education settings. The course emphasis is on practical application of administrative theories to develop and operate a childcare facility. The Session Long Project will include: feasibility, statement of philosophy, goals, objectives, budgeting, policies and procedures manual, staff manual and evaluation plan, in adherence to the governmental and state rules and regulations.

EDU 540 Instructional Design Models
This course reviews the concept of instructional design and introduces a variety of models that instructional designers may use to develop classroom-based and online learning. Attention is given to understanding the process of learning, and its relationship to developing instructional plans. Students will analyze or develop curriculum documents within their current educational setting.

EDU 541 Curriculum Development in K-12 Education
This course will focus on the relationship between curricular content, instructional strategies, learning outcomes, and assessment methods as the foundation for the process of curriculum development. Implications of differences within and among these factors are closely examined through the analysis and development of appropriately aligned and relevant curriculum materials.

EDU 542 Measurement and Assessment in Curriculum Design
This course will explore the role of assessment in curriculum and instruction design. Students will develop the knowledge and skills necessary to use formative and summative assessment to improve student learning and critically examine curricula and instruction for program review.

EDU 543 Current Issues in Technology and Learning

This course provides students with the knowledge and skills needed to understand and use technology as an instructional tool to instruct, enhance, and guide online or web-enhanced learning with student-centered project-based experiences that support the development of 21st century skills.

EDU 550 Administration and Leadership of Aviation Education

This course provides the foundation for skills needed to effectively lead and supervise within aviation education programs.   Students will consider the role of current research, reform efforts, and key professional organizations in the administration of aviation education programs.

EDU 551 Curriculum Development and Instruction in Aviation Education

This course provides students with an overview of the contemporary issues in instructor training techniques in aviation. Topics to be examined include foundations of adult education as they apply to flight training; adult learning theories used in flight training and continuing education requirements in the aviation field.

EDU 552 Aviation Safety Education

This course provides students with an overview of the contemporary issues in aviation safety training. Topics to be examined include the history of aviation safety training, current trends in aviation safety education, and the theories and related research associated with aviation safety.

EDU 553 Current Research in Aviation Education

This course provides students with an overview of the contemporary issues in aviation education. Topics to be examined in this course will focus on current trends in aviation training with a focus on relevant research and theoretical underpinnings in the field.

EDU 560 Change Management for Student Success

This course provides an overview change management models with a focus on the application of change management strategies that positively impact student success. Students will examine the structural, organizational, and leadership practices that foster change and promote student achievement in elementary and secondary school settings.

EDU 561 Instructional Leadership

This course provides the foundation for skills needed to effectively lead and supervise curriculum and instruction.   Students will consider the role of current research, reform efforts, and key professional organizations in the administration of curriculum and instruction. Emphasis will be on the role of administrators in the development of effective curriculum and instruction.

EDU 562 Community Partnership and Engagement

This course examines the role of caregivers, the community, and school culture on student success. Students will explore how to effectively collaborate with members of the community and external partners to advocate for educational policy and reform that positively contributes to student achievement.

EDU 563 Human Resources, Budget, and Finance in Education

This course focuses on educational leadership and administration of school personnel, budget, and finance processes. Students will examine trends and issues in fiscal and human resources management in elementary and secondary educational settings. Students will focus on the application of strategic planning and data-driven decision making in educational leadership.

EDU 570 Case Studies in Higher Education Leadership
This course provides leadership case studies in post-secondary settings. Students will practice the interpretation and application of policy and leadership principles to issues that arise in post-secondary settings.

EDU 571 Inclusive Higher Education Programs, Services, and Practices
This course examines models of academic services and support services that promote the academic and personal success of students enrolled in post-secondary institutions. Students will focus on current trends and issues related to the administration and leadership of academic and extracurricular programs that foster inclusiveness and student achievement.

EDU 572 Program Development and Assessment in Higher Education
This course focuses on assessment practices in higher education and the role of assessment in the design, implementation, evaluation, and improvement of academic and support service programs. Students will apply components of accreditation, assessment, evaluation, and data analysis to new program development.

EDU 573 Human Resources, Budget, and Finance in Higher Education
This course focuses on educational leadership and administration of higher education faculty and staff, budget, and finance processes. Students will examine trends and issues in fiscal and human resources management in post-secondary settings. Students will focus on the application of strategic planning and data-driven decision making in educational leadership.

EDU 580 The Role of Athletics in Student Identity and Development
This course examines the role of athletics in the psychological and social development of athletes at the interscholastic and intercollegiate levels. Students will consider the dual identity of student athletes with a focus on models of support and best practices that foster success in both sport and academics.

EDU 581 Theories and Models of Coaching Sports
This course focuses on the components of successful coaching with an emphasis on positive coaching. Coaching philosophies, strategies, and planning and organizing quality practices will be reviewed in addition to examining the various roles of the sport coach.

EDU 582 Athletics Finance and Marketing
This course examines the concepts and principles of finance and marketing as they apply to sports organizations and functions. Additional topics to be examined include budgeting, sponsorships, and fundraising for sports programs.

EDU 583 Athletics Governance and Policy

This course will explore governance and policy issues applicable to coaches and athletics administrators in interscholastic, intercollegiate, and professional sports settings. Students will explore legislation and cases that have had a major impact on professional practice of coaches and athletics administrators in the United States.

ENG 590 Master of Arts in Education Integrative Seminar Capstone

The Capstone for the Master of Arts in Education is the culminating course of the program and is completed in the last session. Students will complete two projects in this course, 1) complete a literature review that examines a critical issue in education and discusses implications on professional practice and policy reform, and 2) complete a series of reflective activities that results in the development of a professional development portfolio. Both projects demonstrate the ability to synthesize, integrate, and apply the learning outcomes from the core and concentration courses within the Master of Arts program.

ENG – English

ENG 101 English Composition I

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

ENG 102 English Composition II

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

ENG 103 Composition and Literature

ENG 103 is an introduction to the study, analysis, and interpretation of literature. Designed to develop the student's ability to read, evaluate, and respond to text in personal and critical essays, key topics include the conventions of literary genres (short fiction, poetry, and drama), literary criticism, and the written literary analysis.
Prerequisite: ENG 102 (or its equivalent)

ENG 120 Introduction to Business Writing

ENG 120 is an introduction to the concepts and practices of business writing and is designed to teach the techniques for formatting, writing, and presenting common business writing genres, including memorandums, business letters, instructions, reports, proposals, and presentations. This course offers

effective strategies to sharpen writing skills by structuring ideas logically, exercising diplomacy in letters and reports, and shaping arguments.

ENG 201 American Literature

This course will focus on the impact of social and technological change on the American people as expressed through American Literature. Authors like Hemingway, Stephen Crane, Ralph Waldo Emerson, and more will be examined in order to help students get a better understanding of how the American people relate to advancements in technology and social policy.

ENG 600 Graduate Writing Skills (0 Semester Hours, Passing/Not Passing)

This course is designed to provide an introduction to, and support for, graduate-level writing. Completion of a graduate program requires students to be able to express their analysis and expertise in a manner that is equivalent to the standards of a peer-reviewed scholarly journal. In this course, students will assess their writing knowledge, skills, and challenges, and develop techniques and familiarity with resources and processes to guide them to produce work that meets or exceeds graduate-level writing and publication standards.

EOH – Environmental and Occupational Health

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).

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 from this course toward EOH 508 (per conditions stated in the catalog).

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).

EOH 502 Fundamentals of Environmental and Occupational Health
The course presents an overview of the fundamental concepts in environmental and occupational health sciences. Topics include the sources, pathways of exposure, and methods of control of the principal physical, chemical, and biologic factors that impact human health in ambient, indoor, and occupational environments. The course emphasizes the fundamental theory, principles, and practices of industrial hygiene with topics that include the principles of recognition, evaluation, and control of hazards in the workplace.

EOH 508 Environmental and Occupational Health Administration
The course involves the comprehensive analysis of environmental and occupational health program planning and administration, with an emphasis on program management and administration. The course examines elements needed to design and implement an effective safety and health program in industry. It addresses managerial techniques, including planning, communications, and organizational structure. Students prepare and present a health and safety management program that includes environmentally sustainable practices.

EOH 510 Environmental and Occupational Health Regulations and Standards
The course emphasizes the critical analysis of current literature related to environmental and occupational health programs, regulations and standard settings. The course discusses the aspects of environmental and occupational health law and the legal system in the United States which are necessary for comprehension of governmental regulation and enforcement in the field. The regulatory framework that has been established to prevent or control environmental and occupational health risks is examined. Current environmental health regulations and the efficacy of enforcement by government agencies at the local, state, and national levels are discussed.

ETH – Ethics

ETH 101 Introduction to Ethics
This course will provide students with the tools necessary to examine moral problems and make effective decisions on ethical issues faced in the workplace. Topics considered may include discrimination; affirmative action; sexual harassment; informational privacy; drug testing; ethics in advertising, business, and the environment; and global ethics. Decision-making skills will be demonstrated in each Case Assignment and in a Session Long Project.

ETH 301 Business Ethics
This course will provide students with the tools necessary to examine moral problems and make effective decisions on ethical issues faced in the workplace. Topics considered may include

discrimination; affirmative action; sexual harassment; informational privacy; drug testing; ethics in advertising, business, and the environment; and global ethics. Decision-making skills will be demonstrated in each Case Assignment and in a Session Long Project.

ETH 465 Advanced Business Ethics

In this graduate course, students will explore how normative ethics serve as a useful theoretical and practical lens through which business problems might be critically assessed. Throughout the course, students will engage with key concepts such as virtue, duty, rights, and utility to inform their understanding of an organization's ethical sensibilities. Students will also consider the merits of Corporate Social Responsibility (CSR), and will learn how the organization's ethics are influenced by its culture. Standards of graduate-level writing, information literacy, and American Psychological Association (APA) writing and referencing style will be considered in the Session Long Project. This course is equivalent to ETH 501. **Corequisite**: ETH 501 may only be taken concurrently with MGT 501. *Prerequisite: Student must be accepted to the Bachelors to Masters Dual Credit Program.*

ETH 501 Business Ethics

In this graduate course, students will explore how normative ethics serve as a useful theoretical and practical lens through which business problems might be critically assessed. Throughout the course, students will engage with key concepts such as virtue, duty, rights, and utility to inform their understanding of an organization's ethical sensibilities. Students will also consider the merits of Corporate Social Responsibility (CSR), and will learn how the organization's ethics are influenced by its culture. Standards of graduate-level writing, information literacy, and American Psychological Association (APA) writing and referencing style will be considered in the Session Long Project. **Corequisite**: ETH 501 may only be taken concurrently with MGT 501

FIN – Finance

FIN 100 Introduction to Financial Literacy

This introductory course provides students with a fundamental understanding of the nature and language of various aspects of finance. Emphasis is on understanding the basics of budgeting, credit, major purchases, and savings. The students will demonstrate their understanding of these areas through written papers, short quizzes, and discussions in the forum.

FIN 280 Financial Principles

The purpose of this course is to study the principles of governing the financial management and control of the business entity. Topics include controlling financial resources of a business, capital budgeting, securities analysis, risk, and equity valuation.

FIN 301 Principles of Finance

The purpose of this course is to study the principles of governing the financial management and control of the business entity. The role of the financial manager will be emphasized; the planning and managing of assets and the understanding of financial structure are also included. Topics to be considered are financial resource management, capital budgeting, evaluation of dividend policy, the valuation of assets,

business ethics, and the international environment of financial decisions. Mastery of these skills will be demonstrated by the student through the completion of a session long application project.

FIN 397 Personal Finance (2 Semester Hours)

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

FIN 501 Strategic Corporate Finance

The purpose of this course is to review fundamentals and apply corporate financial strategies, the maximizing of resources, the accomplishment of long- and short-term financial goals, financial planning, pricing models, corporate capital structure, cost of capital, capital budgeting analysis, and dividend policies. Long-term financing decisions, mergers and acquisitions, and international finance are also included. Mastery of these skills will be demonstrated by the student through the completion of a Session Long Project.

FIN 601 Studies in Corporate Finance

This elective is a broad overview of some of the major topics in corporate finance research. The first two modules focus on the decision-making environment that executives face regarding financial policy. This includes the laws concerning corporate governance and how they affect decision making. This also includes a comprehensive overview of managerial incentives and the agency theories that attempt to predict how management will set policy. The remaining modules focus on research in some key areas of corporate policy – capital structure, diversification, and dividend policy. Course Description: Students will explore the current academic research involving corporate laws and governance, agency theories, dividend policy, capital structure policy, and corporate diversification. Students will prepare an empirical research study related to corporate finance theory.

FIN 610 Advanced Strategic Corporate Finance

This course will provide a comprehensive overview of both theory and practice in corporate finance and financial decision making. Topics include asset valuation methods, financial statement analysis, capital budgeting, and capital structure. Students will also be introduced to both practitioner as well as scholarly journals in finance and learn how to keep up to date with the latest advances in finance and how to apply scholarly concepts to financial practice. *Pre-requisite: DOC600*

HIS – History

HIS 101 Modern World History: 1800 to Present

This course traces the evolution of the human experience since the industrial revolution in the early 19th century. The nature of social systems, cultures, economic transformations, the role of religion, education, and criminal justice in the development of modern cultures will be explored. Particular attention will be paid to the methods of `doing' history. Students will learn to analyze and interpret historical facts and critically assess the views of different historians and philosophers of history.

HIS 201 American History I: Before 1877

This course is an exploration of United States history from the pre-conquest of the New World through the end of Reconstruction. Other topics include the industrial revolution, migration to the West, and the causes and consequences of the Civil War.

HIS 202 American History II: 1877 and Beyond

This course is an exploration of United States history from the end of Reconstruction to modern times. Other topics include America's relationship with the world, the FDR era, the resurgence of the Republican Party, and the Cold War. The course also includes a discussion of America's changing demographics.

HIS 205 History and Impact of the Internet

Our time in history has been appropriately characterized as the "Information Age." This course examines the development of one of our central information institutions, the network of networks we call "the Internet," along with its hardware infrastructure, applications running from the World Wide Web to electronic mail to online gaming, its massive socioeconomic footprint, and its dizzying pace of sociotechnical change. Although it is important that we understand the underlying technologies to some degree, our emphasis in the course is on the long-term effects of these developments on individuals, organizations, institutions, and societies. This course divides the history of the Internet into three general periods: pre-1992 (initial development of the technology and systems); 1992–2001 (commercialization of the Internet, culminating in the "dot-com bubble"); and 2001–present (development of Web 2.0, social media, and interactivity). Students will also consider the potential future of the Internet in light of its development and its transformational impact on society.

HLS – Homeland Security

HLS 101 Gateway to Homeland Security

This course will serve undergraduate students as a general preparatory course and as an introduction to the field of homeland security by taking basic online self-paced "Independent Study" courses, offered by the Emergency Management Institute (EMI) and by means of graphing and interpreting dynamic data. The EMI courses' topics support the mission areas identified by the National Preparedness Goals, such as Prevention, Protection, Mitigation.

HLS 210 Fundamentals and Ethics of Homeland Security

This course provides a comprehensive examination of the fundamentals of Homeland Security, including threats, risks, and our capabilities to respond to these vulnerabilities. Among these threats are natural disasters, such as hurricanes, floods, and wildfires. The course also examines responses to terrorist attacks, bioterrorist attacks, including radiological, chemical, and biological. Because of the fine line between surveillance, including airport body scanning, video tracking, and our personal privacy, the course will examine ethical issues surrounding such efforts in keeping us safe.

HLS 220 Homeland Security and Interagency Planning

This course examines how governmental agencies (at the federal, state, and local levels) and Non-Governmental Organizations (NGOs) coordinate with the Department of Homeland Security (DHS). This results in organizational support in accordance with the 'Whole Community' concept set forth in Presidential Policy Directive (PPD) 8; a strategy to prevent and respond to natural or man-made disasters and to help in recovery efforts in the states and U.S. territories. Students will gain a general understanding of legislative policies such as the National Response Framework (NRF) and National Incident Management System (NIMS); as well as current events and emerging international and domestic threats affecting the homeland. The Department of Homeland Security released a strategy to provide the Department with a framework to execute our cybersecurity responsibilities to keep pace with the evolving cyber risk landscape and reduce vulnerabilities in our infrastructures.

HLS 230 Preventing Homeland Infiltration: Air, Ground, and Maritime

This course will explore national security strategies that combat terrorist travel and support the establishment of maritime and aviation security. Topics include technological and intelligence strategies designed to create an effective layered protection system that prevents terrorists, their weapons, and related materials from entering the United States. Finally, students will improve their awareness and understanding of how adversaries are likely to operate in the United States.

HLS 440 Potential Threats to Homeland Security

This course introduces the student to "unconventional attacks" and critical challenges facing homeland security. Students will study threats from an "all hazards" approach and from the perspective of which hazards might be expected to occur. Biological weapons, nuclear weapons, cyber-attacks, climate and environmental changes, and transnational crime have been identified as the threats that must be addressed by the 22 departments and agencies working in concert to prevent, protect from, respond to, and recover from an adversarial act against the United States.

HLS 450 Catastrophic Events and Responses

The National Response Framework (NRF) describes a catastrophic incident as "any natural or manmade incident, including terrorism that results in extraordinary levels of mass casualties, damage, or disruption severely affecting the population, infrastructure, environment, economy, national morale, and/or government functions". Students will study the "Whole Community" framework and learn how the Federal Emergency Management Agency (FEMA) and other non-governmental entities play, to ensure the successful preparation for, protection against, response to, recovery from, and mitigation of all hazards. Further topics include the roles and responsibilities of the federal government and its partners, focusing on national and regional planning efforts against chemical, biological, radiological, nuclear, and explosive (CBRNE) catastrophes.

HLS 460 Intelligence and Law Enforcement

Intelligence gathering and law enforcement elements play a critical role as first responders. This course will analyze the fundamentals of how information is collected from all unclassified sources such as public media, digital electronic systems, individuals, and satellites, and how such information is analyzed into intelligence or counterintelligence data and proactively shared by the various   intelligence agencies

domestic and foreign, in order to respond to natural or man-made catastrophic emergencies/disasters in the United States. The course will provide disaster management crises scenarios and simulation exercises to demonstrate law enforcement jurisdiction and actions at the federal, state, and local levels.

HLS 470 Cyber and Physical Security Vulnerabilities and Methodologies

Cyber technology, such as the Internet and various electronic transmitting and receiving devices, has revolutionized and transformed the world and the ability to communicate rapidly with virtually anyone on Earth; however, unwelcome infiltration by malefactors using various techniques and tools such as phishing, spam, and viruses to pilfer proprietary information and data has created a viable threat that transcends borders. This course will examine the implementation of cyber technology usage and physical security vulnerability in the United States. The student at the introductory level will learn how to analyze risk, understand biometrics, safeguard information, protect property and equipment, and conduct risk management mitigation exercises.

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.

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.

HLS 480 Homeland Recovery and Continuity of Operations

Major disasters and catastrophic events often impact homeland security on the human, infrastructure, and environmental levels. This course focuses on the concepts of recovery and continuity (ensuring restoration and maintenance of vital services) related to this impact. Roles and capabilities of civilian (non-governmental) and government agencies and related ethical issues are also essential elements of the course. Understanding these issues and how agencies interact will provide the student with a comprehensive view of recovery and continuity following major disasters or similar events that directly affect homeland security.

HLS 499 Homeland Security Capstone Course

This Capstone Course represents the culmination and integration of the BSHLS program of study, beginning with prevention, continuing with protection and response, and ending with recovery from homeland security catastrophic events. This independent study will demonstrate student ability to integrate all coursework, knowledge, and skills to produce a scholarly paper and PowerPoint Presentation based on a realistic homeland security scenario at the local level.

HLS 501 Introduction to Homeland Security

The foundational course surveys: National Response Framework (NRF); National Incident Management System (NIMS); a general overview of HLS; and, new legislative and current events affecting our security.

HLS 502 Intelligence Analysis and Homeland Security

This course covers the role and function of the U.S. intelligence community in homeland security and homeland defense matters. Subject areas include border security, human and narcotics trafficking, counterintelligence and collection analysis, proactive monitoring and relationship with law enforcement agencies. Federal initiative and the Intelligence Reform and Terrorism Prevention Act of 2004 will be examined. Simulation exercises will challenge students in effective decision-making within an ethical and legal context.

HLS 503 Homeland Crisis Management

This course covers the essential framework for effective crisis management at the domestic level. Different theories and management models will be covered and examined in relation to homeland crises threats. Seamless interrelationships of local, state and the federal level management sectors are important in a homeland natural disaster or terrorist act. "Manager under Fire" Scenarios will be used to give the student an opportunity to differentiate among different models, and to apply the most effective style.

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.

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.

HLS 599 Capstone Course

Students will integrate and synthesize knowledge gleaned from MSHLS courses. Courses, for example, in critical infrastructure protection, intelligence analysis, homeland crisis management, and security technology will serve as the base for a comprehensive and integrative project reflecting understanding of key concepts and principles in homeland security. Learner can choose to complete an analysis of a homeland security organization, improve upon a homeland emergency disaster plan, or contribute new knowledge in the HLS field.

HRM – Human Resources Management

HRM 401 Staffing Organizations

This course focuses on the processes through which organizations acquire and use their talents. Students will learn about topics in recruitment, personnel selection, job placement, and performance evaluation. Issues in organizational entry, socializations, and legal topics related to personnel selection are also presented and discussed.

HRM 402 Training and Development

This course focuses on what organizations can do to develop their talents. Students will be exposed to topics in training and development, and how these HR practices help organizations achieve their organizational strategies and advantages in competitive environments.

HRM 403 Global HRM

This course introduces global perspectives into HR activities. Topics presented include (a) how HR practices are influenced by cultural differences, (b) factors influencing performance and well-being of expatriates, and (c) issues (challenges and opportunities) facing multinational organizations. With the knowledge provided in this course, students are expected to be able to function effectively in a global environment.

HRM 404 HR Information Systems

In this course, students learn about information technology that provides decision support mechanisms to HR professionals and facilitates transactional HR activities.

HRM 520 Staffing, Performance Management and Training

This course examines the management of human resource activities specific to the recruitment, selection and retention efforts in organizations. Special attention will be given to performance management issues and employee training/development/s role in that process. *Prerequisite: ETH 501; MGT 501; MGT 509; MGT 511; MGT 516*

HRM 522 Employment and Labor Relations

In this course, students will enhance their knowledge and better their understanding of the employment relationship in both union and union-free environments. It will help them understand underlying human

behavioral and situational factors in employer-employee relationships and the role of communications in that process. *Prerequisite: ETH 501; MGT 501; MGT 509; MGT 511; MGT 516*

HRM 599 Integrative Capstone

This final course in the Master of Human Resource Management program is the culminating learning experience for the degree. The student will have the opportunity to synthesize and apply knowledge and skills acquired throughout this program. They will be encouraged to integrate their academic learning with real-world experience by applying critical analysis to HRM actions. Under the professor's direction, the student will be designing and developing integrative projects covering the essential learning expectations of professionals in the HR field.

ITM – Information Technology Management

ITM 205 Object Oriented Programming
Introduction to Management Information Systems (MIS) design and development using the object-oriented programming languages (OOP), and Python. Emphasis is on developing programming proficiency that can serve as a foundation for designing and developing advanced MIS and for managing the design and development process.

ITM 206 Introduction to Business Process and ERP Systems
This course covers the primary business topics. The concepts of accounting, finance, management, and marketing are introduced by examining how business processes such as sales, logistics, production/material management, procurement, and human resources are supported by integrated enterprise resource planning systems. Business environments (economic, cultural, political, and legal), ethics, and social responsibility are also discussed.

ITM 301 Principles of Information Systems in Business and Organizations
This course introduces students to computers and information systems within the context of the business firm, although the principles are applicable to any private, public, non-profit, or other type of organization. Emphasis in this course is less on technology as such, and more on the role of information systems in supporting management processes, decision making, operations, and other business functions. Topics to be developed include the nature of data and organizational information and the application of information to create organizational knowledge; information requirements and capabilities associated with different management functions and different users; organizational decision making and structure and the role of information in managerial processes; the technological environment supporting computing applications and networking; and the nature of software applications and their effects on individuals, workgroups, and organizations.

ITM 306 Foundations of Management Information Systems
This course introduces the use of information technologies in the business environment. Topics include the language, concepts, structures, and processes involved in the management of information systems; e-commerce and the internet; the creation, storage and usage of data, information and knowledge;

systems development; the application of information systems in organizations and functional areas; and the use of computer resources for problem solving.

ITM 423 Systems Acquisition, Systems Development, and Project Management

This course introduces the concepts, skills, tools, and techniques involved in managing computer-based information systems and information technology project management. Topics include IT organization; project life cycles; and planning, executing, budgeting, scheduling, controlling, reporting, and closing. Issues of project integration; tradeoffs among scope, time, cost, and quality; risk management; alternatives in system resource allocation; and roles and responsibilities of IT staff, business managers, and IT users are also addressed. *Prerequisite: ITM 206*

ITM 426 Systems Analysis and Design I

This course examines the foundation of systems analysis and design and related methodologies for project development. Topics include the role of systems analysts, elicitation and fact finding, problem analysis, and the feasibility study document. Methodologies, quality factors, and comparison of modeling techniques for structured and object-oriented design are introduced. *Prerequisite: CSC 316*

ITM 433 Human Computer Interaction

Most work activities involve some degree of communication and coordination with others, and with increasing globalization of business, these needs are becoming ever more imperative. However, the development of technology to support collaborative activities has proven to be a considerable challenge. Computer-Supported Cooperative Work has emerged as one of the critical sociotechnical frontiers in information technology; "groupware"—hardware and software specifically designed for use by interacting groups of people—can be extremely productive, but it can also challenge IT professionals' technical and social skills to their limits. This course explores cooperative work systems and collaboration technologies and the principles and techniques that characterize human interaction with computers. Topics include the foundations of human–computer interaction, including graphical user interfaces, human-centered software development and evaluation, and the importance of understanding users in systems design. Focus is placed equally on the technology and how it supports collaborative work, on the human and organizational ramifications of the technology, and on the need for effective communication between IT professionals and computer users throughout the organization.

ITM 434 Business Ethics and Social Issues in Computing

This course encourages students to examine the information issues involved in the moral problems and ethical issues faced in the workplace. Information technologies have revolutionized how individuals and companies manipulate, move, store and retrieve information. New legal and ethical challenges reflect tensions between individual and societal rights and requirements. A new domain of "computer ethics" includes areas such as standards of professional practice, codes of conduct, aspects of computer law and policy, and corporate ethics. The desire for privacy and confidentiality must be balanced against the demand for information access and the necessity for personal, corporate, and national information security. Information technology professionals and managers must increasingly attend to the social and ethical effects of their tools even in what may seem to be largely technical domains; this course equips them to do just that.

ITM 438 Information Security Management and Assurance

This course focuses on management aspects of IT security. The topics introduced are governmental regulations and laws on information security, privacy, cyber-crime, identity theft prevention, risk management, business continuity and auditing, disaster recovery, and cyber terrorism.

ITM 453 IT Project Management Integration

This course focuses on the integration and application of underlying project management concepts, techniques, and strategies to plan, organize, secure and manage information technology projects. *Prerequisite: ITM423; PRM301*

ITM 465 Managing IT Systems Dev in Context of Multiple Stakeholders' Expectations

The development of new information systems and the enhancement of existing systems is often the result of significant changes made to the business processes supported by the systems. The analysis, design, and development of information systems is a highly interactive process of reciprocal definition of technical capabilities and opportunities, management requirements, and the interests of multiple stakeholders at many levels of the organization and its environment. This course explains the fundamental concepts of both structured systems development and alternatives such as Unified Modeling Language and Object-Oriented Design; describes basic systems analysis and design tools, techniques, and methodologies used to gather and understand information requirements, model those requirements, and design the components required to build the system; and explains how systems analysis and design operates within the context of the current business, social, and regulatory environments. This course is equivalent to ITM 530. *Prerequisite: Student must be accepted to the Bachelors to Masters Dual Credit Program*

ITM 466 Database and Knowledge-Base Management

This course describes the design, implementation, and administration of database systems. Topics include database modeling and design, relational vs. object-oriented database management systems, open source vs. proprietary databases, data mining, and knowledge management systems. It offers both technical and socio-technical perspectives in database management. This course is equivalent to ITM 540. *Prerequisite: Student must be accepted to the Bachelors to Masters Dual Credit Program*

ITM 490 Capstone in Information Technology Management

The purpose of the capstone is to demonstrate the students' ability to synthesize and assess their undergraduate learning outcomes through a series of cases study analyses. Students will also design and develop a comprehensive session long project under the direction of their professor. This course must be taken as the final course in the degree program or concentration.

ITM 517 Information Security Overview for Managers and Policy Makers

This course introduces frameworks and principles of information security management. A wide range of perspectives will be introduced: cultural, legislative, economic, and technical. Security approaches and solutions from the above diverse perspectives will be discussed in detail. Topics include an overview of how to build security awareness, the pros and cons of security rules and regulations, cost/benefit analysis of security measures, incentive design, and technical solutions such as cryptography.

ITM 524 Foundations of Information Technology Management

This course presents an overview of the knowledge and skills required of the IT professional who manages or fulfills a consultancy role in the IT field. The emphasis is on IT management practice through conceptual, strategic, and operational frameworks. Specific topics include socio-technical systems, value chain models, IT infrastructure and governance, and project portfolio management.

ITM 525 Management of Information Technology in Organizations

This course presents Web technologies, which increasingly impact all aspects of our lives and the organizations in which we work. The impact of Web 2.0-based social networks and interactive systems is addressed along with cloud computing and its impact on outsourced/offsite data storage, centrally managed applications, and third-party management. Further, discussion of E-commerce, E-business, and M-commerce is presented in terms of new, integrated Web-based business models. The skills that IT managers need to manage their increasingly mobile workforce, often working in virtual teams, are addressed. Throughout this course there is a focus on the ethical and security issues arising with these evolving networked technologies.

ITM 527 IT Security and Disaster Recovery Management

Organizations have become completely dependent on information technology and vulnerable to an increasing number of complex exposures and threats. This course focuses on information technology security issues from a managerial perspective. The basic purpose is to present a framework for minimizing the risks to information assets. Hackers and attackers of websites and email systems, and spyware (which embeds itself on workstations and networks) increasingly present major threats to the economic well-being and even the survival of organizations. Topics include security, network weakness scanners, firewalls, and access control managers. Also covered are the macro issues of disaster planning and recovery, backup and redundancy, e-business security, risk management, information security policies regulations and standards, and privacy and ethics.

ITM 537 Principles of Information Security Auditing and Digital Forensics

This course presents the fundamental auditing concepts and standards related to information security within organizations in the global context. Students will discuss how to identify and mitigate information risks, effectively manage security-related incidents, and reduce the impact of these on people, profitability, and property. This course will cover issues of identification, preservation, and analysis of evidence of security attacks. Students will conduct security audit of websites and Web-based corporate applications.

ITM 540 Database and Knowledge-Base Management

This course describes the design, implementation, and administration of database systems. Topics include database modeling and design, relational vs. object-oriented database management systems, open source vs. proprietary databases, data mining, and knowledge management systems. It offers both technical and socio-technical perspectives in database management.

ITM 550 Network Planning and Administration

This course describes the design, use, implementation and administration of networks and network-enabled applications, including the technological bases of networks and networking arrangements, and the principles underlying network-centric information technologies. The emerging technologies of mobile/pervasive, wireless networking, virtual networked entities, network integrity, and related IT management challenges are also discussed.

ITM 580 Strategic Planning for IT

This course explores possible information technology development and management strategies employed by organizations; examines concepts of strategic information technology and the kinds of systems that support it; discusses the relationship between IT strategy and the portfolio of existing and planned information systems in an enterprise, and the role of the CIO in managing these relationships; and develops the requirements for IT's creative contribution to larger organizational strategies reflecting multi-level interests and constraints.

ITM 590 Integrative Project (Capstone Course)

The capstone course is designed to further demonstrate the student's abilities to apply and synthesize the knowledge obtained in the MSITM program. Students will have the opportunity to address organizational challenges through case-based analysis while cultivating a broad foundation to evaluate problems and solutions in their professional fields.

ITM 603 Foundations of Information Systems Research

This course will introduce students to scholarly research on information technology management and organizations. Students will discuss the trends in information systems (IS) research with a historical perspective. Students will be exposed to classic theories, methodological approaches, and streams of research covered in the major academic journals in the IS literature. This course is designed for advanced students in the doctoral program in Business Administration with a concentration in Information Technology Management.

ITM 604 Seminar in Information Systems

This course will explore the current academic research of the impact of information systems on the global market and society. Students will also learn modern research methods in data collection and analysis. This course is designed for an advanced student in the doctoral program in Business Administration with the concentration in Information Technology Management. *Prerequisite: ITM 603*

LEAD – Leadership

LEAD 600 Introduction to Research in Leadership

This course introduces students to theoretical, philosophical, and conceptual foundations of leadership research. Emphasis will be given to the discussion of leadership styles and approaches of leadership related to the organizational behavior science.

LEAD 601 Leadership Theory and Research

This advanced course introduces students to a variety of leadership theories and to the utilization of research to support these theories. Students will be asked to demonstrate critical thinking as they discuss various theoretical and methodological aspects. *Prerequisite: LEAD 600*

LED – Leadership

LED 402 Leadership Training and Development

This course provides an overview of the role of leadership training and development within an organization. Topics include how organizations train and develop their leaders, performance management as an evaluative and developmental tool, and the strategic development of leadership. *Prerequisite: MGT 280; MGT 302*

LED 514 Mentoring and Developing Employees

Research shows that coaching is the most underutilized of the management styles required to be a successful leader. In this course, students will develop their coaching capacity as leader s who mentor and develop employees. Topics include the theoretical basis for coaching, ethics in coaching, using external coaches, listening and feedback, and the mentor-mentee relationship. *Prerequisite: ETH 501*

LED 520 Cross-Cultural Communication and Leadership

This course will review the major concepts, theories, and models that contribute to effective communication and leadership across cultural differences. Topics include cultural intelligence, time and space orientation, cultural dimensions and social styles, and global leadership. Emphasis is placed on building the capacity to leverage cultural diversity as a resource for learning and effectiveness in a variety of organizational settings. *Prerequisite: ETH 501*

LED 560 Leadership and Strategy

A key responsibility of the leadership within any organization is that of driving the grand strategy or strategies that the organization should follow. Joining leadership theory with strategic planning theory, this course is focused on the process by which leaders establish the long-term strategic direction of the organization. *Prerequisite: ETH 501; MGT 506*

LED 599 MSL Integrative Project

This capstone course for the MSL program integrates the essential learning from the degree including leading individuals and teams, coaching and mentoring, leading organizational change, cross-cultural communication, ethics, and leading organizational strategy. Students will complete a thesis-style research paper as a culminating experience for the MSL program. *Prerequisite: All core courses*

LIB – Library Science

LIB 597 Online Research Course for Graduate Students (1 Semester Hour)

This course is open to graduate students and researchers in all departments and disciplines. Topics covered in this course include developing advanced-level database searching skills for conducting

comprehensive literature reviews, managing citations and creating bibliographies, copyright basics, and the "open access" movement in academia.

LOG – Logistics

LOG 301 Introduction to Supply Chain Management

Supply Chain Management (SCM) deals with managing the flow of goods, services and information along a supply chain to include the business strategy, information flow and systems capability. This course introduces you to supply chain management. It examines the various areas of supply chain management, including supply chain design, production scheduling, and distribution considerations. Specifically, it will look at the network of facilities and distribution options that perform the functions of procurement of materials, transformation of these materials into intermediate and finished products, and the distribution of these finished products to customers. *Prerequisite: MGT 280; MGT 302*

LOG 302 Operations Management Control

Operations management focuses on carefully managing the processes to produce and distribute products and services. This course is a survey of the decision processes in production and operations management and their relationship to other business functions. Topics include project and resource planning and scheduling, inventory management, materials requirement planning, quality and maintenance management, capacity planning, facilities layout, and process improvement. There is particular emphasis on the systematic use of information to maintain the efficient flow of materials, utilization of people and technology, coordination with suppliers, and communication with customers. *Prerequisite: MGT 280; MGT 302*

LOG 401 Introduction to Global Logistics Management

Logistics is fundamentally that area charged with the management of time, distance and information for the company, whether it deals with goods or services. It is considered to be one of the principal activities necessary to meet the challenges of globalization and the interconnection of business activity. This course introduces you to the changing and increasingly important role of logistics in the global business arena. You will explore the areas of inventory planning and management, supply chain integration, transportation and distribution, and warehousing; logistics information systems architectures and implementation strategies; and logistics organization design alternatives. *Prerequisite: MGT 280; MGT 302*

LOG 501 Managing the Supply Chain

Supply Chain Management (SCM) deals with managing the flow of goods, services and information along a supply chain to include the business strategy, information flow and systems capability. This course looks at the fundamental skills and knowledge required for successful supply chain management. It examines the various areas of supply chain management, including supply chain design, production scheduling, and distribution considerations. Specifically, it will look at the network of facilities and distribution options that perform the functions of procurement of materials, transformation of these

materials into intermediate and finished products, and the distribution of these finished products to customers. *Prerequisite: ETH 501*

LOG 502 Managing the Global Logistics Chain

This course is concerned with managing global logistics systems; systems that enable raw materials and manufactured products to move from producers to consumers throughout the world as efficiently, safely and economically as possible. Throughout this course there will be an emphasis on the factors that make global logistics management different from logistics management within a single country. These factors include requirements and regulations of separate national governments, as well as those of international agencies. Consideration is also given to the impact on global logistics systems of differing national transportation infrastructure resources and of different national cultures. *Prerequisite: ETH 501*

LOG 503 Managing Logistics Operations

This course focuses on managing the processes to produce and distribute products and services. It examines the decision processes in production and operations management and their relationship to other business functions. Topics include project and resource planning and scheduling, inventory management, materials requirements planning, quality and maintenance management, capacity planning, facilities layout, and process improvement. There is particular emphasis on the management of the information to maintain the efficient flow of materials, utilization of people and technology, coordination with suppliers, and communication with customers. *Prerequisite: ETH 501*

MAE – Education

MAE 465 Cultural and Cross-Cultural Perspectives in Education

This course provides an overview of essential concepts related to culture and cross-cultural perspectives. Linkages between theory and practice in multicultural education are emphasized. The overreaching goal of this course is designed to develop culture awareness and promote intercultural understanding in order to function effectively in a multicultural educational setting. This course is equivalent to MAE 508. *Prerequisite: Student must be accepted to the Bachelors to Masters Dual Credit Program*

MAE 466 - Information Systems in Education

This course explores the components of a quality information system, as well as, key education information systems in world communities at the national, state/province, and district levels. E-learning services are also explored, as support provided to schools and school districts, military and corporate training facilities, and the community. Impacts of information systems on education and training policies and instruction are investigated.

This course is intended for individuals interested in learning about education information systems from an organizational perspective. This course is equivalent to MAE 510. *Prerequisite: Student must be accepted to the Bachelors to Masters Dual Credit Program*

MAE 467 - Introduction to Adult Education

This course provides students with an overview of the contemporary issues in the field of adult education and major historical trends in this area. The concept of andragogy will be explored. Additional topics to be examined include foundation of adult education, adult learning theories, adult literacy, and adult and continuing education. Implications for learning in the workplace will be examined throughout the course. This course is intended for individuals interested in training and staff development in military, corporate, nonprofit, and government organizations. This course is equivalent to MAE 520. *Prerequisite: Student must be accepted to the Bachelors to Masters Dual Credit Program*

MAE 500 Current Issues in Technology and Learning

The intent for this course is to provide students with knowledge and background so they can effectively discuss current topics related to technology-based learning. This course enables students to examine how best to engage learners through the use of technology. This course also reviews creating technology-based learning activities, and students will participate in a session long project that culminates in the development of a technology-based learning compendium. This compendium will consist of a series of web-based resources and scholarly readings addressing various aspects of Technology-based Learning. The course content concludes with a look at the future of technology-based learning.

MAE 502 - Psychological Foundations of Learning

This course provides an overview of education and learning, spanning from classical paradigms to current pedagogical theory and research. Pedagogical theory and current research form the basis for the critical examination of individual beliefs about learning and subsequent teaching practices.

This course is intended for individuals interested in education and the professions of teaching and administration in preK-12 schools and higher education (including colleges and universities).

MAE 503 Instructional Design Models

This course reviews the concept of "instructional design" and introduces a variety of models that instructional designers may use to develop classroom-based and online learning. These models include the ADDIE, ARCS and ELM models, as well as, the systematic approaches used by Dick and Carey, and Gerlach and Ely. Attention is given to understanding the process of learning, and its relationship to developing instructional plans. Various technologies which support instruction will also be reviewed. The success of students in this course depends on their ability to research and synthesize current literature on instructional design and apply what they have learned to develop and implement an instructional plan tailored to their professional interest.

MAE 504 Research Methods in Education

This course is designed to provide a foundation whereby students gain an understanding and appreciation of the field of research in education and have sufficient knowledge and vocabulary necessary to develop the principles and techniques. Thus, the intent of the course is to make the student an intelligent "consumer" of research and to give an appreciation for the importance and utility of research. Emphasis will be placed on mastering the content related to the statistical concepts used by educational researchers in the broader context of one's professional work.

MAE 505 Curriculum Development Practicum

This course will focus on the interrelationships between curricular content, instructional strategies, and assessment methods that underpin the process of curriculum development. Implications of differences within and among these factors are closely examined through the analysis and development of appropriately aligned and coherent curriculum documents.

MAE 506 Law and Ethics in Education

This course will explore education law and ethics with a focus on topics including the Elementary and Secondary Education Act, students with disabilities, sexual harassment and violence on campus. The course will also survey legislative enactments and cases having a major impact on professional practice of teachers and education leaders in the United States.

MAE 507 Strategic Educational Leadership

The course focuses on strategic leadership, specifically in the context of the educational setting. The course examines contemporary leadership theory, with emphasis on transformational and transactional leadership styles. Students evaluate school reform from the perspective of creation, communication, and implementation of a school vision. All facets of educational leadership are analyzed from both a theoretical and practical context.

MAE 508 Cultural and Cross-Cultural Perspectives in Education

This course provides an overview of essential concepts related to culture and cross-cultural perspectives. Linkages between theory and practice in multicultural education are emphasized. The overreaching goal of this course is designed to develop culture awareness and promote intercultural understanding in order to function effectively in a multicultural educational setting.

MAE 510 - Information Systems in Education

This course explores the components of a quality information system, as well as, key education information systems in world communities at the national, state/province, and district levels. E-learning services are also explored, as support provided to schools and school districts, military and corporate training facilities, and the community. Impacts of information systems on education and training policies and instruction are investigated.

This course is intended for individuals interested in learning about education information systems from an organizational perspective.

MAE 511 Negotiation Strategies for Educational Leaders

This course is intended for students wishing to enhance their knowledge and better their understanding of the negotiation process. Students will examine the underlying human behavioral and substantial factors that can separate two conflicting sides and practice the application of negotiation strategies to bridge these differences in order to reach an agreed solution.

MAE 512 Constructing and Maintaining a Web Site

The purpose for this course is to learn how to construct and maintain a web site. The historical development of the Internet and the World Wide Web is investigated, and the process for publishing

web pages to the World Wide Web is reviewed. Hands-on applications include using free software to develop web pages that include text, graphics and multimedia.

MAE 514 - Infusing Technology into the Classroom

This course focuses on the various ways in which practicing teachers and trainers can incorporate technology into the classroom as a tool to foster constructive, higher-order, critical thinking skills among students. Technology integration models and applications are critically examined from both a practical and pedagogical perspective. An emphasis is placed on overcoming existing barriers in the classroom that can deter best practices with technology integration. Students will have the opportunity to develop a proposal for technology integration for a given school or training program. This course is intended for individuals interested in using technology to deliver education and training in the classroom and/or online.

MAE 515 Assessment in Higher Education

This course provides students with an introduction to assessment in higher education settings. Students will explore the methods, design, and implementation of assessment activities in higher education settings.

MAE 516 Case Studies: Putting Policy into Practice

This course will provide a problem-solving perspective on common policy implementation pitfalls of technology in the classrooms. We will critically discuss relevant national, state, and district policy initiatives. We will critically discuss the relationship between policy and practice, which will include but not be limited to issues of equitable access, adequate technical support, teacher training, and acceptable use. Case studies, which illustrate both barriers and successes, will serve to guide our analysis of how best to overcome common problems.

MAE 520 - Introduction to Adult Education

This course provides students with an overview of the contemporary issues in the field of adult education and major historical trends in this area. Topics to be examined include foundation of adult education, adult learning theories, adult literacy, and adult and continuing education. Implications for learning in the workplace will be examined throughout the course. This course is intended for individuals interested in training and staff development in military, corporate, nonprofit, and government organizations.

MAE 522 Curriculum Development in Adult Education

This course provides students with an overview of the contemporary issues in the field of curriculum development in adult education. Topics to be examined include history and theory, design models and organization, development and implementation, evaluation styles, and research and practice. The future of curriculum development in adult education is explored.

MAE 523 E-Learning Course Design and Curriculum Development

This course is designed for students who wish to understand and apply the concepts of curriculum development to online training for adults. Both conceptual and technical aspects will be addressed. Design and development topics covered include conducting a needs analysis, instructional design,

interface design, development and evaluation. Practical applications will support the course content providing hands-on experience.

MAE 524 Adult Development and Learning

This course uses four basic assumptions about adult learners as starting point to examine the biological, psychological and cognitive development of an adult learner. Based on an understanding of these aspects of adult development, the contexts in which adult learning take place and the broader social implications of adult education will be explored, throughout this course.

MAE 525 Quality Assurance in Higher Education Systems

The course is focused on representative topics in the definition, management and measurement of quality in higher education, primarily in the USA and the UK. It examines current issues in this field, with the aim of providing insights into and a nuanced understanding of these issues, contextualized within political, social and economic systems that add their own pressures to those of the academy itself in differentiating standards from quality, and in the measurement and enhancement of both.

MAE 526 Foundation of Training and Development

This course investigates concepts and principles within the field of training and development. Topics to be covered include assessing the state of the training profession, quality management in training and development, and designing effective training programs. Program evaluation is examined in this course as well. Implications for training and development, applied within multiple contexts in the workplace, will be examined throughout the course.

MAE 528 Developing Reading and Writing Instruction in Elementary School

This course provides an overview of essential theory and effective classroom practice related to reading and writing instruction. The content focuses strongly on research related to early reading and writing instruction: phonics, phonemic awareness, vocabulary and reading fluency, and balanced reading program.

MAE 530 Presentation Skills for Trainers

This course is based on adult learning theory and the presentation skills are drawn from best practices in academic curriculum design, learning styles applications, active learning strategies, learner-centered instruction, and training. The course is designed to enhance the skills required to effectively plan and deliver a successful presentation in a training environment. The course addresses the pre-planning and organization of a presentation, the physical and psychological factors involved in the delivery of a presentation, development of a presentation, memory and retention, the role of supporting information and visual aids (e.g. statistics, examples, expert opinion), how to handle questions, objections and interruptions. This course is for people with limited to moderate experience in presentation skills.

MAE 531 Foundations of Early Childhood Development

This course surveys current theories for educating the young child, along with their practical applications. Curriculum and materials will be examined and evaluated as related to state standards and a developmentally appropriate approach to the Essential Knowledge and Skills.

MAE 533 Physical Motor, Perceptual and Moral Development of Children 0-8

This course deals with the exploration of physical growth and development of children in relation to the development of gross motor skills, psycho-motor skills, and perceptual abilities. Students will explore cultural, social, and emotional factors that impact growth and development. In addition, students will examine the major theoretical and research perspectives of human growth and development.

MAE 535 Administration of Child Development Centers

The course examines the components necessary for planning, operating and evaluating programs dealing with early childhood. The course emphasis is on practical application of administrative theories to develop and operate a childcare facility. The Session Long Project will include: feasibility, statement of philosophy, goals, objectives, budgeting, policies and procedures manual, staff manual and evaluation plan, while using the governmental and state rules and regulations.

MAE 539 Special Topics in Adult Education and Training

This course provides advanced study in special topics and explores different content areas tailored to the student of adult education and training. Students analyze various criteria for enhancing adult training programs that are responsive to the challenges in our world system. Through the case studies with in-depth critiques of selected situations, students develop insight into the range of methods and strategies employed to sustain programs applicable to education and training in business, industry, and other related educational environments. You will examine and explore special topics through the Session Long Project. Students will develop an internship degree program using strategic planning for effective delivery of training/education in large change-promoting systems.

MAE 551 Instructor Training Techniques in Aviation

This course provides students with an overview of the contemporary issues in instructor training techniques in aviation. Topics to be examined include foundations of adult education as they apply to flight training; adult learning theories used in flight training and continuing education requirements in the aviation field.

MAE 553 Simulation Systems in Aviation Education

This course provides students with an overview of the contemporary issues in synthetic flight simulation in flight training. Topics to be examined include the history of simulation in flight training, current trends in flight simulation, and research in the effectiveness of synthetic flight simulators in flight training.

MAE 555 Aviation Safety Education

This course provides students with an overview of the contemporary issues in aviation safety training. Topics to be examined include the history of aviation safety training, current trends in aviation safety education, and the theories and related research associated with aviation safety.

MAE 557 Current Research in Aviation Education

This course provides students with an overview of the contemporary issues in aviation education. Topics to be examined in this course will focus on current trends in aviation training with a focus on relevant research and theoretical underpinnings in the field.

MAE 561 Safety Education Management

This course will introduce safety personnel to the concepts of educational leadership and training management. The focus of the course will be on the development of processes, policies, and procedures required for a safety management-training program.

MAE 563 Safety and Occupational Health Education and Training

This course is designed to provide an overview of current education and training strategies that safety managers can leverage in their safety-training program. This course will also focus on developing training programs that serve Safety and Occupational Health professionals to ensure safety management.

MAE 565 Accident Investigation and Analysis Training Strategies

This course provides students the opportunity to develop the necessary knowledge, skills, and techniques to effectively instruct the principles of accident investigation and analysis with a focus on accident prevention. Topics to be examined in this course include foundational concepts and current trends in accident investigation, findings and analysis, and educational strategies to enhance effective accident investigation execution. Implications of accident investigations from both a theoretical and practical aspect will also be explored.

MAE 570 Psychological Foundations of Sports and Learning

This course examines the fields of positive psychology and sport psychology, as well education and learning, spanning from classical paradigms to current pedagogical theory and research. Through the use of psychological theory, emphasis is placed on understanding the positive, adaptive, and emotionally fulfilling aspects of behavior, learning, and the relationship to sport.

MAE 571 Sport Finance and Marketing

This course examines the concepts and principles of finance and marketing as they apply to sports organizations and functions. Additional topics to be examined include budgeting, sponsorships, and fundraising for sports programs.

MAE 573 Theories and Methods of Coaching Sports

This course focuses on the components of successful coaching with an emphasis on positive coaching. Coaching philosophies, strategies, and planning and organizing quality practices will be reviewed in addition to examining the various roles of the sport coach.

MAE 575 Developmental Sport Performance: Developing Today's Athlete

This course examines the principles of speed development, strength training, and nutrition as they relate to sport performance. Students will develop a practical understanding of the influence these principles have on developing today's athlete.

MAE 577 Issues in Sport Performance

This course examines contemporary issues associated with sport performance and the impacts such issues have on sport leaders, coaches, and athletes. Topics include performance enhancing drugs (PEDs), drug/alcohol abuse, over training, and stress and burnout.

MAE 580 Master of Arts in Education Integrative Seminar Capstone

The Capstone for the Master of Arts in Education culminates in the student's development of a portfolio incorporating the student's independent written work related to intended program learning outcomes. The portfolio demonstrates synthesis, integration and application of knowledge acquisition the student has gleaned from core and elective courses within the defined Master of Arts program of study. The Capstone portfolio requirement is common to all program concentrations of study within the Master of Arts in Education. The Capstone provides evidence of students' acquisition and understanding of applying learning theories in real contexts within diverse educational forums.

MAE 584 Capstone Integrative Seminar in Adult Education and Training

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self-reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 585 Capstone Integrative Seminar in Curriculum and Instruction

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self-reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 589 Capstone Integrative Seminar in Aviation Education

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self-reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 595 Capstone Integrative Seminar in Educational Leadership and Administration

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self-reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAE 597 Capstone Integrative Seminar in Early Childhood Education

The capstone course in the Master of Art in Education program is the culminating learning experience for the degree. The independent portfolio project and series of self-reflective essays will allow the student to demonstrate synthesis, integration and application of previously acquired knowledge from core and elective courses. This includes addressing key components of learning theory as it applies specifically to the student's concentration of study.

MAT – Mathematics

MAT 101 College Mathematics

The course introduces students to college algebra concepts and skills. Specific topics include identifying variables, simplifying expressions, solving, writing, and graphing linear equations, functions, and inequalities, solving and graphing systems of equations and inequalities, applying rules for exponents, applying operations with polynomials, FOIL, and scientific notation. This is an introductory course designed for students who may have limited algebra experience or want to review algebra concepts.

MAT 106 Discrete Mathematics

This course introduces students to formal reasoning, fundamental mathematics concepts and tools with emphasis on their applications to computer science. Course topics will include counting rules, set theory, logic, functions, graphs, and trees.

MAT 150 College Algebra

College Algebra explores advanced algebra concepts and skills. Specific topics include factor and solve polynomials, FOIL, factor special products, solve and graph quadratic equations using a variety of methods, relations and functions, composite functions, and operations with rational expressions and equations. This course is designed for students who have algebra experience and want to explore the subject in greater depth. *Prerequisite:* MAT101, equivalent, or placement test

MAT 201 Basic Statistics

This course covers the basic concepts and skills of statistical analysis needed in business administration. Specific topics include measures of central tendency, probability distributions, sampling theory, estimation, hypothesis testing, simple regression and correlation, analysis of variance, multiple regression, and introduction to non-parametric testing.

MGT – Management

MGT 201 Introduction to Organizational Behavior

The purpose of this course is to introduce students to theories and concepts related to leadership, teamwork, job satisfaction, and organizational commitment. Specific topics may include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in domestic and global organizations.

MGT 280 Principles of Management

This course explores contemporary knowledge and experience in organization management with a view to developing and improving managerial skills. The course focuses on four primary functions or tasks of management: planning, control, organization, and leadership. Students will learn concepts and theories, and develop skills in decision making, strategic and project planning, setting objectives and performance evaluation, organization design, and directing and motivating people. Whether or not students enter the

ranks of management, everyone is impacted by managerial decisions 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 case problem analysis, quizzes related to each of these major topics, as well as their contributions to discussion forums. *Prerequisite: ENG 101*

MGT 281 Management and Organization
The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior. Students engage in analysis of leadership, teamwork, career development, and empowerment. Emphasis is on the business environment; interpersonal and intergroup processes and relationships in organizations.

MGT 282 Human Resource Management Principles
This course addresses the managing of human resources. Issues of recruitment, compensation, training, performance appraisals, benefits administration, and workplace diversity will be explored.

MGT 302 Organizational Behavior and Teamwork
The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior introduced in earlier courses to enable the student to identify and resolve behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations. *Prerequisite: ENG 101*

MGT 401 Leadership and Change
The purpose of this course is to explore the role of leadership within an organization and its pivotal impact in facilitating and managing organizational change. Students will explore opportunities to apply this knowledge in the development of his/her potential for becoming an effective organizational leader within a global context. The course will include such topics as: basic leadership theory and models, globalization and strategic planning, leadership succession and human resources, leadership's role in organizational change and development, and the nature and role of internal and external stakeholders in relation to leading organizational change. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project, approved by the professor. *Prerequisite: MGT 280; MGT 302*

MGT 407 Principles of Human Resource Management
This course addresses the challenges of managing human resources in a way that helps to create a sustainable competitive advantage. Issues of recruitment, compensation, training, performance appraisals, benefits administration, and workplace diversity will be explored. Special attention will be paid to global human resource issues. *Prerequisite: MGT 280; MGT 302*

MGT 411 Advanced Topics in Human Resource Management

This course examines advanced topics in human resource management including: compensation (salaries, benefits, pay for performance, and bonuses), worker's compensation, risk management, and managing workplace safety and health. *Prerequisite: MGT 407*

MGT 412 Human Resource Management and Law

The purpose of this course is to introduce the student to federal, state and local laws governing the relationship between employer and employee. The course will expose the student to the regulations governing employment practices including background checks, discrimination, employee records, retention, employee compensation and benefits, disciplinary action and termination. The student, through the completion of a session-long application project will demonstrate mastery of these skills. *Prerequisite: MGT 407*

MGT 420 Power, Influence, and Persuasion

While all members of organizations use power and influence in varying degrees and ways, tacitly and explicitly, leaders routinely employ power to direct and influence the activities of others. This course will cover the sources and use of power, including the role of power in motivating others; the consequences of different types of power; and political processes, strategies and tactics – including persuasion. The goal of the course is to teach students how to effectively navigate the political environment of business organizations. *Prerequisite: MGT 280; MGT 302*

MGT 422 Decision Making for Leaders

This course provides an overview of decision-making theory and practice, with emphasis on various heuristics and biases that result in poor decisions. Four areas are sampled: biases related to the limitations of human memory, limitations when considering correlation and causality, decisions made with and about other people, and the intractable problems associated with "unmaking decisions" (opinion change). Discussing statistical insights in a totally non-mathematical way, the course provides guidance for making sound decisions in leadership, management, and all areas of life.

MGT 423 Organizational Development and Change

This course will introduce students to the theory and practice of how organizational leaders can implement interventions that lead to lasting organizational change and improve organizational performance. Specific topics will include diagnosis and evaluation of organizational processes, resistance to change, organizational culture, and implementation of organizational interventions. *Prerequisites: All program core requirements and concentration required courses.*

MGT 465 Management and Organizational Behavior

The purpose of this course is to introduce the student to the study of individual and group behavior within organizational contexts. Emphasis is placed on differing perspectives from which such behavior can be viewed. The course will include such topics as: Job satisfaction, motivation, conflict management, leadership, organizational culture, organizational change, structure, and stress management. The student will also have the opportunity to explore and sharpen his/her own balance of managerial skills and abilities through a cumulative series of assessment exercises keyed to module topics and focus. This

course is equivalent to MGT 501. *Prerequisite: ETH 465. Student must be accepted to the Bachelors to Masters Dual Credit Program.*

MGT 466 Strategic Leadership

This course introduces the field of leadership through the eyes of practitioners who exemplify great leaders. Students will explore various leadership theories and models, with an emphasis on application of leadership across cultures, ethics and attributes, the organization as a system, and the role of the leader in facilitating change. Through examining the various leadership theories and applying them to others and oneself, the student will come to understand what it takes to be a good leader while in gaining the foundation for higher-level leadership courses. This course is equivalent to MGT 506. *Prerequisite: ETH 465. Student must be accepted to the Bachelors to Masters Dual Credit Program*

MGT 467 Human Resource Management

This course examines the management of human resource activities in a way that helps to create a sustainable competitive advantage. Issues of recruitment and selection, compensation, training and development, workplace diversity, and the relationship of HR activities to overall organizational effectiveness will be explored. Students will work on cases throughout the session, as well as a session long project that allows them to demonstrate their mastery of the course content in an applied setting. Special attention will be paid to global human resource issues. This course is equivalent to MGT 509. *Prerequisite: Student must be accepted to the Bachelors to Masters Dual Credit Program*

MGT 491 Capstone in Human Resource Management

This capstone course in HRM emphasizes the strategic importance of Human Resource Management in organizational decision-making. This course covers the role of human resource management in strategic decision making, managing growth and downsizing, managing workflows and productivity, international HRM, evaluation of HR systems, and the future of Human Resource Management. *Prerequisite: MGT 411; MGT 412*

MGT 499 Strategic Management

This course is an examination of the entire range of the strategic management concepts. It studies the full set of commitments, decisions, and actions required for a firm to achieve strategic competitiveness and achieve positive operational results. Mastery of strategic management skills will be demonstrated by the student through the completion of a session long application project.

MGT 501 Management and Organizational Behavior

The purpose of this course is to introduce the student to the study of individual and group behavior within organizational contexts. Emphasis is placed on differing perspectives from which such behavior can be viewed. The course will include such topics as: Job satisfaction, motivation, conflict management, leadership, organizational culture, organizational change, structure, and stress management. The student will also have the opportunity to explore and sharpen his/her own balance of managerial skills and abilities through a cumulative series of assessment exercises keyed to module topics and focus. *Prerequisite: ETH 501; these courses may be taken concurrently*

MGT 506 Strategic Leadership

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

MGT 508 Leadership of Teams

This course examines the various theories of organizational behavior and teamwork and develops techniques to implement these theories into the contemporary management process. The focus of the course is on developing a management team that makes a greater contribution to the organization than the sum of the individual managers. Because this course involves a term-long virtual team project, internet access is necessary. *Prerequisite: ETH 501*

MGT 509 Human Resource Management

This course examines the management of human resource activities in a way that helps to create a sustainable competitive advantage. Issues of recruitment and selection, compensation, training and development, workplace diversity, and the relationship of HR activities to overall organizational effectiveness will be explored. Students will work on cases throughout the session, as well as a session long project that allows them to demonstrate their mastery of the course content in an applied setting. Special attention will be paid to global human resource issues.

MGT 511 Advanced Topics in Human Resource Management

This course focuses on Total Rewards, which includes pay plans, employee benefits, recognition, and personal and professional growth opportunities. Combined with performance and talent management programs, the goal of Total Rewards is to motivate and engage employees to generate valuable business results. You will be immersed into real-to-life situations where the administration, communication, and utilization of Total Rewards impact the bottom line.

MGT 516 Legal Implications in Human Resource Management

The purpose of this course is to examine the legal implications that Human Resource Managers need to be aware of and to factor into everyday functions. Students will be introduced to recent updates in federal and state legislation that impact various facets of HRM. Additionally, there will be strong emphasis on managing in an inclusive environment, with both diversity and discrimination issues discussed. Union organizing and total rewards round out the course topics. Students will be asked to demonstrate and apply their understanding of these topic areas to practical issues related to effective HRM. *Prerequisite: ETH 501; MGT 501; MGT 509; MGT 511*

MGT 599 Strategic Management

This advanced course examines the formulation and implementation of organizational goals and objectives with regard to the firm's financial position, marketing capabilities, and human resources. Topics include company mission - vision, environmental scans, and competitive benchmarking. Mastery

of strategic management skills will be demonstrated through the completion of a session long application project. *Prerequisite: ETH 501*

MGT 607 Strategic Management

This Ph.D. level seminar in strategic management focuses on an overview of the field. The basic literature and research is examined. This course focuses upon scholarly works as the basis of study, and as such, the student will also be required to conceptualize and write a scholarly research proposal in strategic management.

MGT 610 Organizations, Management and Leadership

This course introduces the student to the models and theories that guide the analysis and interpretation of individual and group behavior in organizational settings. Topics include: Job attitudes, motivation, conflict management, leadership, organizational culture, and organizational structure. Students will also have the opportunity to explore and sharpen their own balance of managerial skills and abilities through a cumulative series of assessment exercises. *Pre-requisite: DOC600*

MGT 699 Special Topics in Management

This course will address research in various specialized areas of management, which may include ethics, social cognition, and conflict management and negotiation, as well as various other topics covered in the major academic management journals. This course is designed for an advanced student in management who plans on pursuing a management-related dissertation.

MHA – Health Administration

MHA 506 Health Care Systems Organization

This course will acquaint the students with the various functional departments within a typical healthcare delivery facility. More specifically, students will develop an understanding of the roles and responsibilities of healthcare practitioners working within these departments; the contributions these departments make in the provision of healthcare; and how these departments interact with one another.

MHA 507 Health Care Delivery Systems

The goal of this class is to provide an overview of major issues related to the design, function, management, regulation, and evaluation of the US healthcare delivery system. The focus will be placed on managed care organizations, integrated delivery systems, accountable care organizations, and patient centered medical homes. The main learning objective of this course is to prepare students as managers, policy analysts, public health advocates, or researchers working with or within the health care delivery system.

MHA 599 Capstone Course

MHA 599 is the capstone course of the Master of Science in Health Administration and, as such, is based on the required core courses of the degree program. The culminating experience entails synthesis and integration of all previously learnt materials but is focused on implementation to and within a real-world

healthcare (service oriented) setting. Students will prepare an integrated and comprehensive final paper.

MHD – Health Education

MHD 504 Health Promotion, Program Planning, Design and Evaluation

The purpose of this course is to teach students how to plan, implement, and evaluate health promotion programs in various settings. Needs assessment methods, planning models, goals and objectives setting, strategy selection, data collection, and quality and evaluation issues will be addressed.

MHD 508 Health Behavior and Change

In this course, theory and applied concepts of health behavior change are introduced to the health educator. Current epidemiological findings pertaining to health behaviors as well as the different models and theories of health behavior from the perspective of individuals, organizations, communities, and society are explored and discussed.

MHD 521 Perspectives in Community Health Education

The course presents an overview of community health practices, healthy communities, Healthy People 2020, school-based health programs and services, power of prevention on controlling chronic diseases to improve quality of health, and role of public and community health nutritionists as community health educators.

MHD 561 Health Education Program Administration

Explores strategies for mobilizing and sustaining community support and partnership. Examines leadership and supervision styles. Considers approaches for optimizing health education program quality. Provides an introduction to the grant-seeking process as it pertains to health education programs.

MHE – Health Emergency and Disaster Management

MHE 503 Survey of Emergency and Disaster Management

Examine the multifaceted issues of developing, planning, organizing, and managing disaster programs nationally and internationally. Emphasis of the core components of disaster program will be included: hazard and vulnerability analysis, mitigation and prevention, preparedness, response, and recovery. The morbidity, mortality, and economic impact of disasters will be examined.

MHE 509 Emergency Planning and Methodology

This course focuses on developing the fundamental foundation on which emergency and disaster plans are based at the level of local, state and federal government. Applicability of these plans to businesses and organizations are also discussed. Fundamental and advanced operational principles, policies, and issues involved in emergency and disaster management will be discussed in-depth. The importance of leadership, political, interagency and multi-jurisdictional issues will be emphasized.

MHE 511 Emergency Operations

This course examines the planning and execution of emergency operations, which requires extensive interagency cooperation. The roles of fire, police, emergency medical services, other public agencies, and volunteer groups, such as the American Red Cross, will be examined. The fundamental operational principles involved in emergency and disaster management will be explored, including the identification of problems most typically encountered in the field and developing effective responses.

MHE 518 Education in Emergency

This course in emergency education examines the often times overlooked aspect to relief and recovery efforts for one of the most vulnerable segments of society, children. Emergency education examines institutional sustainability and positive social change dimensions to rebuilding and rehabilitating damaged schools, constructing new schools, building libraries and internet centers, technology, teacher training programs, teaching/learning, and promoting access and equality to education during times of negative hi-impact emergencies.

MHM – Healthcare Management

MHM 502 Health Care Finance

This course focuses on the financing and reimbursement functions associated with health care in the United States. Health care finance refers to a system which collects funds from different sources, pools health and financial risks, allocates resources, and purchases goods and services. This course will follow the fund flow through three major health care financing mechanisms in the US health care system including Medicare, Medicaid, and private health insurance. Attention is paid to how funds are organized and what payment strategies are adopted. This course will prepare students with contemporary knowledge and analytical tools in health care finance that will enhance their capabilities and skills in health administration.

MHM 505 Introduction to Quality Assurance

This course provides a survey of Utilization Review, Utilization Management, Case Management, Total Quality Management and Risk Management. The student will explore the various elements and activities that healthcare organizations engage in to assess and ensure quality. The course will also explore the various aspects of the meaning of quality in healthcare as a basis for developing a commitment to improving quality.

MHM 507 Quality Assurance in Hospitals / Healthcare Organizations

This course will focus on Joint Commission Standards as applied to hospitals and health care organizations. The student will explore the various elements and activities that hospitals and health care organizations engage in to ensure quality, on the organizational level in general, and on the functional levels in particular. Specific attention will be put on ORYX—the integration of a continuous performance measurement in the accreditation process.

MHM 509 Quality Assurance in Managed Care

This course will focus on quality standards as applied to Managed Care. The student will explore the various elements and activities that managed care organizations (MCO) engage in to ensure quality. The student will focus on Access, Providers, Disease Prevention and Health Maintenance, Behavioral Health, and Care for Chronic Illnesses.

MHM 514 Health Information Systems

This course provides an in-depth knowledge of management information systems. The student will develop the skills in the general management of information systems, the creation and management of databases and the use of computers in health care management and decision-making.

MHM 522 Legal Aspects of Health Administration

The purpose of this course is to introduce the legal issues likely to be of importance to students that are pursuing careers in health administration and management. The course will focus on the legal rights and obligations of patients and providers in the individual health care delivery system covering a wide range of legal and regulatory issues, including mandatory reporting requirements, institutional liability, risk management, managed care, and antitrust laws. Students are introduced to basic legal principles and policymaking and regulatory environments affecting how legal rules and doctrine are formulated and how health care institutions are operated. This course is designed to provide students with the practical knowledge to identify legal issues and to understand the legal ramifications of strategic decisions.

MHM 525 Marketing in Health Care

This course provides an overview of the foundations of marketing as they pertain to health care organizations. Marketing topics of discussion will include: Market Segmentation and Targeting; Service / Product line; and the Marketing Mix. Students will assess the marketing aspects of a healthcare organization of their choice, in a session long project paper.

MHS – Health Sciences

MHS 502 Cultural Diversity in Health Sciences

This course is designed to provide the learner with a strong foundation for recognizing the role of culture in health science practice, policy, and education. Students examine barriers to communication, the importance of considering culture in all interactions, internal and external models of cultural competence, context for approaching cultural competency.

Student will utilize learned information to prepare methods to effectively recognize, interpret, and interact with individuals from various cultural backgrounds.

MHS 504 Scholarly Writing in the Health Sciences

This course orients students to the scholarly writing style. Instruction will be provided in the genres and mechanics of academic writing at the graduate level. Specific elements to be emphasized are the abstract, the critique, and the literature review. Through readings, discussions, and peer review, students will develop writing skills critical to their academic success.

MHS 506 Biostatistics

This course provides an introduction to statistical methods used in the health sciences. Principles of statistical reasoning and theory will be introduced and applied. Topics to be addressed include but are not limited to descriptive statistics, graphical displays of data, probability, confidence intervals and odds ratios, tests for mean differences, chi-square tests for independence of means, analysis of variance, and regression analysis.

MHS 599 MSHS Integrative Project

This is a culminating course for the required program and concentration courses completed toward the MSHS degree. In this course, the student will develop and present either a scholarly research paper or a competitive grant proposal using knowledge and skills acquired from their core coursework.

MIC – Microbiology

MIC 100 Microbiology

This course covers in-depth the morphology, structure, and function of typical bacteria, viruses, and fungi. The classification of microorganisms and their characteristics and measurement of microbial growth are examined. The physical and chemical control of the growth and viability of microorganisms are presented so that the student will understand the reasoning which forms the foundation of disease prevention and control in public health and medicine. Pathogenicity and immunology, as well as host resistance and the immune response are presented. Microbial applications and industrial use in the modern world are presented.

MIC 100L Microbiology L

This course includes two components, theory and lab. The course covers the morphology, structure, and function of typical bacteria, viruses, and fungi. The classification of microorganisms and their characteristics and measurement of microbial growth are examined. The physical and chemical control of the growth and viability of microorganisms are presented so that the student will understand the reasoning that forms the foundation of disease prevention and control in public health and medicine. Pathogenicity and immunology, as well as host resistance and the immune response, are presented. The laboratory component for this course covers aseptic technique, bacterial anatomy, morphology and arrangement, growth media, and patterns of growth. Students learn how to identify unknowns through laboratory testing.

MIH – International Health

MIH 521 Health Program Evaluation

Explores methodology of evaluative research. Identification of relevant research questions, key stakeholders, data collection methods, outcomes, and ethical responsibilities of the research scientist are highlighted. Global and domestic health and social programs will be explored with an application on planning, formulating research questions, data collection measures, measurable outcomes, and standards for evaluation.

MIH 527 Environmental Health Assessment

This course explores the field of environmental health risk assessment and risk management, with a strong focus on the manner in which it is used to protect human health and our fragile eco-system. The integration of science into the decision-making process to support the development of appropriate measures, which lowers the risk of exposure to various chemical and biological threats to human health, are presented within an environmental health risk management framework. This course also discusses the limitations of risk assessments, multi-source context issues, and the characterization and analysis of risks.

MKT – Marketing

MKT 280 Marketing Principles

The purpose of this course is to understand contemporary marketing theory and strategy. Emphasis is placed on product development, pricing, promotion, selling, and market share. Student will acquire skills to better understand market research, consumer behavior, and the functioning of modern markets.

MKT 301 Principles of Marketing

The purpose of this course is to study the development of marketing strategy including market analysis, segmentation and management of elements of the marketing mix (product, pricing, promotion, and physical distribution). Topics include: market analysis, the impact of environmental variables on the marketing mix, understanding the buyer behavior process, market segmentation, pricing theory, and promotion and distribution strategies. Mastery of these subjects will be demonstrated by the student through the completion of modular cases and a session-long application project. *Prerequisite: ENG 101*

MKT 501 Strategic Marketing

This course introduces MBA students to Strategic Marketing. Here you will learn the marketing fundamentals of how to analyze markets and develop marketing strategies. The aim of the course is to provide future general managers and entrepreneurs with insight into marketing management, the kinds of issues marketing managers deal with and the analytical frameworks which can be used to make sense of and develop solutions for those issues. *Prerequisite: ETH 501*

MKT 601 Marketing Management Strategy

Study of research issues associated with marketing management decisions. Recent research in the areas of strategic marketing, marketing segmentation, new product development and introduction, pricing strategies, channel policy, promotion decisions, and sales force management decisions are examined, critically. The course includes both quantitative and behavioral approaches to studying these issues.

MKT 604 Buyer Decision Making and Behavior

This course will provide a comprehensive overview of the foundational principles and prevalent practices of buyer behavior and decision making including both consumer and industrial categories. Following the theme that the interaction of what a firm offers and how it is offered—coupled with what a buyer wants and needs—leads to satisfaction, that satisfaction leads to loyalty, and that loyalty leads to profitability, academic articles in the Journal of Consumer Research, the Journal of Consumer

Marketing, the Journal of Business and Industrial Marketing, and others are used as a basis for study and application. This course is designed for an advanced student in marketing who plans on pursuing a marketing-related dissertation.

MKT 610 Advanced Strategic Marketing

This course introduces DBA students to advanced strategic marketing topics. Students will learn and apply marketing research methods to analyze markets and develop marketing strategies. The aim of the course is not only to provide senior executives with insight into marketing management and the analytical frameworks that can be used to develop solutions for business issues, but also to understand the value of the peer review process.   *Pre-requisite: DOC600*

MPH – Public Health

MPH 504 Epidemiology

This course explores the basic principles of epidemiology and epidemiologic methods commonly used in Public Health Settings. Upon completion of this course, students will be able to design and implement epidemiological analysis in a variety of research and administrative situations.

MPH 522 Public Health Law and Policy

The purpose of this course is to explore the legal and ethical aspects of public health, public health policy, as well as the economic implications of public health laws and policies.

NCM – Conflict Resolution Management

NCM 501 Foundations of Conflict Resolution Management

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

NCM 511 Mediation and Arbitration

This course will examine the foundations of mediation and arbitration in the context of growing reliance of disputing parties on alternative dispute resolution methods. In discussing mediation, topics will include mediation and mediator's standards, pre-mediation, the mediation process, dealing with impasse, components of settlement, and attributes of the mediator. In discussing arbitration, topics will include benefits of arbitration, disadvantages of arbitration, the difference between arbitration and litigation, the arbitration process, selection of arbitrator, preparation for the hearing, and the presentation of the case.

NCM 512 Negotiation Strategies

This course is intended for students wishing to enhance their knowledge and better their understanding of the negotiation process. It will help them understand the underlying human behavioral and substantial factors that separate two conflicting sides, and how negotiation is an attempt to bridge these differences to reach an agreed solution.

OPM – Operations Management

OPM 300 Introduction to Operations Management

The purpose of this course is to identify issues related to the creation of an organization's goods and services. Students will study issues such as productivity, quality management, comparing service and manufacturing operations, just-in-time systems, capacity planning, scheduling, and inventory management and control and their relationship to other business functions like marketing, human resource management, accounting, and finance. *Prerequisite: MAT 201*

OPM 500 Operations Management for Managers

Students in this course will learn operations and production management tools for manufacturing and service organizations. Topics covered include quality management and continuous improvement, productivity, capacity planning, acceptance sampling, forecasting, and materials requirements planning and their relationship to other business functions like marketing, human resource management, accounting, and finance. *Prerequisite: ETH 501*

ORG – Organizational Studies

ORG 601 Organizational Studies I

Theory is central to doctoral research in business administration and distinguishes it from research conducted at the master's and business practice levels. In this course, the module topics are interrelated and build upon each other, with a prime emphasis on developing capacity to discern and develop elements related to theoretically based research models: research questions, hypotheses, variables, and the relationships among them as depicted in path diagrams. Students will also learn to discern the relationship between business practice and academic, theory-based research, to describe and assess the nature and use of theory in an academic article, and how to effectively search for, find, and read doctoral level theoretical and empirical literature. Course readings are drawn from the diversity of disciplines related to the field of management/organizations/business administration.

ORG 602 Organizational Studies II

This course builds upon and conceptually deepens the foundations established in ORG 601 by exposing students to complex issues related to philosophy of science and how they relate to development, use, and assessment of theory and theoretical and research models. Students will learn to generate and justify novel research questions and hypotheses using heuristics and existing theory (Module 1), to conceptually distinguish mediation from moderation (Module 2) so that they can effectively incorporate mediating and moderating variables into hypotheses and theoretical models (Module 2), and to identify

and assess the process of operationalization in academic research articles (Module 3). These foundational skills will then enable students to be able to diagnose mismatches between a graphic model and the hypothesized relationships that it is supposed to represent (Module 3). Finally, students are introduced to issues of epistemology and ontology in the context of an academic article (Module 4) so that they can better argue for and support the choice of a theory in terms of best fit and potential explanatory power (Module 4) and assess issues related to theory development and theory–method fit in an academic paper (Module 5). Course readings are drawn from the diversity of disciplines related to the field of management/organizations/business administration. *Prerequisite: ORG 601*

ORG 605 Organizational Change

The purpose of this course is to introduce the student to the scholarly work in the area of organizational change. Students will learn research methods unique to the study of processes of change, review key theoretical frameworks describing the elements of change, and develop a research proposal to examine change in a context of the student's choosing. The course will stress the development of critical and analytical skills through review of the academic literature.

PED – Physical Education

PED 197A Introduction to Weight Training (1 Semester Hour)

This is an introduction to techniques, principles, and benefits of weight training. Included are the proper techniques, various exercises, and safety measures involved in this type of physical activity. The principles of effective physical development, basic nutrition and goal setting will also be presented in this course.

PED 197B Yoga (1 Semester Hour)

This course involves comprehensive instruction in the three basic aspects of classical Yoga: exercise, correct breathing, and relaxation/meditation. Yoga theory, scheduling, stress management, and nutrition are discussed in relation to individual goals.

PHI – Philosophy

PHI 201 Introduction to Western Philosophy

This course will explore the main branches of philosophy through the writings of western philosophers. The works of Plato, Aristotle, Spinoza, Descartes, Hegel, Kant, Marx, Mill, and more, will be used as a springboard for critical thought about the basic questions facing humanity. Epistemology, the study of knowledge; metaphysics, the study of reality; and ethics, the study of proper human interaction; will be examined through the texts of the philosophers who wrote about them.

POL – Political Science

POL 201 Global Politics in the Modern World

This course will provide students with an overview of modern global politics. From the beginnings of the industrial revolution to the end of the cold war and the new millennium, the development of modern political systems and their inter-relation on the global scene will be explored. Close attention will be paid to the nature of the different types of governments that have evolved in Europe, North America, Africa and Asia, and how they relate to the evolution of the larger economic systems.

POL 202 American Government

The course focuses on the structure and functioning of the American political system. The roots of the U.S. Constitution are explored, and other topics include the Articles of Confederation and the ratification debate. The decision-making process of the three separate branches of government and their roles are examined. The course concludes with a discussion of political parties and interest groups.

PRM – Project Management

PRM 301 Introduction to Project Management

This course introduces the concepts, skills, tools, and techniques involved in managing projects in organizations. Topics include organization; project life cycles; and planning, executing, budgeting, scheduling, controlling, reporting, and closing. Issues of project integration; tradeoffs among scope, time, cost, and quality; risk management; alternatives in system resource allocation; and roles and responsibilities of technical staff, business managers, and project users are also addressed. *Prerequisite: MGT 302*

PRM 490 Project Management Integration

Focus is on the integration and application of underlying project management concepts, techniques, and strategies to project management problems including those found in business and other organizations. *Prerequisite: PRM 301; ACC 310; CMG 302.*

PRS – Professional Studies

PRS 299 Capstone Project

The Associate Degree Capstone is a culminating and reflective experience in which the student's work life and degree coursework are used to create a final scholarly project that addresses their educational and professional goals. This course is open only to students in the Associate Degree program and must be taken during the student's final session.

PSY – Psychology

PSY 100 Psychology of Success (1 Semester Hour)

This introductory course provides students with an overview of the psychological theories and terminology associated with personal and professional success.   Emphasis is on understanding the basics of internal locus of control, self-efficacy, grit and resilience, and growth mindset. The students will demonstrate their knowledge of these areas through written papers, self-reflection exercises, and discussions in the forum.

PSY 101 Introduction to Psychology

This class will provide a basic introduction to the history and practice of psychology - the study of human behavior. We will examine the history of psychological theory from Freud to the present day. Some emphasis will be placed on the biological elements of psychology such as sensation, perception, learning, and memory. However, the majority of course time will be spent on social psychology and understanding the needs and challenges of the individual in society. Human relationships and interpersonal qualities such as marriage and intimacy, attitudes, aggression, group psychology, and self-perception will be explored.

RES – Research Methods

RES 500 Research Methods for the Health Sciences

Presents major steps in the research process, including formulating research questions and hypotheses, undertaking literature searches and reviews, selecting appropriate study designs, operationalizing study variables, devising study sampling and recruitment plans, and interpreting study results. Bivariate data analysis methods are also considered.

RES 600 Introductory Data Analysis

This course introduces doctoral students to the analysis of the behavioral research data that will underlie much of the content in the program, as well their own research efforts culminating in the dissertation. Starting with the basic definitions of data and data distributions and the concept of variance in interval and ordinal variables and leading through concepts of randomness and probability of behavioral phenomena, students gain practice in defining well-formed research questions and hypotheses, assessing relationships between two variables including regression and correlation and contingency tables. The course concludes with a basic introduction to research design, emphasizing strong and weak inferences of causality and the distinction between experimental methods, quasi-experimentation, and non-experimental research. Students will be introduced to SPSS throughout this course.

RES 601 Research Design and Fieldwork

Continuing the themes of RES600, this course begins with a detailed introduction to regression models and their uses and misuses in the behavioral sciences. The second module deals with operational definition of variables, construction of measures and scales, and reliability and validity issues; the third with sampling procedures and alternatives; required sample sizes for different kinds of analysis; and

statistical power, including interactions of power, sample size, and effect size. Module 4 introduces the General Linear Model and the essential equivalence of most variance-based statistical methods. The course concludes with a further treatment of regression modeling, including the estimation of direct and indirect effects and ways of estimating both mediating and moderating effects in testing of complex models. Students will continue to use SPSS throughout this course.

RES 603 Advanced Data Management and Analysis
This course is an in-depth study of research logistics and research designs (including experiments, quasi-experiments, observational and archival studies, and secondary analysis), survey layout and design (including creating and using multi-item scales), exploratory and confirmatory factor analysis, and the general linear model (including ANOVA, MANOVA, and ANCOVA) *Prerequisite: RES 601*

RES 610 Advanced Multivariate Data Analysis
This course examines the application and interpretation of advanced quantitative research methods and techniques for effective explanation and presentation of the results of such research. Topics include advanced regression techniques and effect size estimation, structural equation modeling and related latent variable estimation procedures, and advanced scaling, clustering, and factor structure estimation procedures. Opportunities for the study of specialized research tools possibly including but not limited to bootstrapping, time series analyses, multi-level research methods, social network analysis, and advanced multivariate experimental estimation techniques will also be provided as needed.

RES 620 Current Research in Business and Management
This course explores and analyzes recent research studies in the fields of business and management in light of the major theories, methodological approaches, and practical applications that shape them. Students develop skills in examining and critiquing research on and in organizations and understanding of the process and practicality of doing such research, attending to levels of analysis and inference as well as data collection, measurement, and analysis. Each term, a diverse set of current research articles and studies will be analyzed to raise questions about how different research topics have been addressed and how they might be used to stimulate future studies. Students are encouraged to identify gaps in selected areas of research, as a basis for refining their selection of dissertation topics. *Prerequisite: RES 603*

RES 699 Directed Study in Research Methods
RES699 is designed to support the student's preparation for the qualifying exam.

The course is usually recommended to students who did not pass the first exam and are interested in making a second attempt.

The course focuses on research methodology and theory development and introduces the students to concepts that they are expected to master before starting to work on their research proposal.

RMS – Research Methods

RMS 600 Research Methods

This course will introduce students to the basic concepts and skills necessary to read, write, and ultimately conduct scholarly research in education and health sciences. Foundational concepts such as the research problem, study design, and data collection are addressed.

RMS 608 Quantitative Research and Advanced Statistics I

The purpose of this course is to provide a foundation whereby students gain an understanding and appreciation of the field of research in their respective discipline and have sufficient knowledge and vocabulary necessary to develop the principles and techniques. Emphasis will be placed on mastering the content related to research questions, methods, and statistical approaches used by doctoral level researchers and developing specific research skills including descriptive statistics and bivariate hypothesis testing, namely, t-test, ANOVA, and Chi square. The students will utilize throughout the course a realistic application of the statistical techniques with the Statistical Package for the Social Sciences (SPSS) software.

RMS 618 Quantitative Research and Advanced Statistics II

This course is designed to give students the necessary skills to analyze research projects. Together with the previous course (RMS608), the focus of this course is on inferential statistical procedures—with an emphasis on correlation, simple and multiple regression, logistic regression, MANOVA, and Factor Analysis. The conceptual basis of the application of these statistical procedures will be addressed. It is expected that students will learn to generate the necessary summary measures, use them to estimate values for critical statistics, and conduct inferential tests. Students are also to determine appropriate research designs to an interested area of issues and problems faced in education by developing a Session Long Project. SPSS is required for this course. *Prerequisite: RMS608*

SAF – Safety

SAF 301 Life Safety and Hazard Control

This course provides the student with the knowledge to address issues of code compliance relating to OSHA and NFPA standards. It will enable students to interpret different types of symbols and abbreviations found on construction drawings, schematics and wiring diagrams. Students will be able to analyze issues associated with worksite accidents.

SAF 302 Safety and Occupational Health Management

This course enables students to use quantitative methods and tools to analyze the effectiveness of safety programs and communicate these findings to appropriate constituencies. It will enable the student to implement critical occupational health and safety management system guidelines and processes to establish effective and efficient programs. Students will be able to develop plans for minimizing the potential for worksite accidents.

SAF 401 Risk Management

Students will consider the application to risk management to the organization and after work activities in order to prevent loss from both work and leisure activities. This course will give students the tools they need to assist supervisors in identifying organizational risks in order to optimize effective management of these risks.

SAF 490 Safety Management Concentration Capstone Course

This capstone course in safety management emphasizes minimizing risks to personnel within an organization. It is a culmination of the three safety management concentration courses. Topics covered include code compliance, safety management plans, risk prevention plans, and quantitative analysis for risk management.

SOC – Sociology

SOC 201 Introduction to Sociology

This course will introduce students to the theoretical foundations of modern sociology. We will explore the concept of "culture," the nature of socialization, the foundations of social order, control, power, race and ethnicity, religion, education, and the nature of social change. Focusing on the community, institutions, and the social whole, students will be challenged to think through the relationship of the individual to his or her greater social surroundings.

SPA – Spanish

SPA 101 Spanish I

Designed to develop basic communication skills in both oral and written Spanish, this introductory course develops language acquisition through listening, speaking, reading, and writing with an emphasis on basic pronunciation, vocabulary, and grammar.

SVC – Speech and Verbal Communication

SVC 101 Introduction to Speech and Verbal Communications

This introductory course provides students with a basic understanding of the nature of speech and verbal communications. Emphasis is on the development and writing of speeches, while also focusing on preparing, presenting, and critiquing messages in one-on-one, small group, and public speaking contexts. Students will review and present various forms of speech including - but not limited to - persuasive, informative, and extemporaneous.

TUX – Trident University Experience

TUX 101 Trident University Experience

The purpose of this course is to assist busy adult students who have limited experience in higher education by providing them with the tools necessary to be successful in achieving their bachelor's degree in an online educational environment. Various subject areas will be covered to help students understand the benefits of a higher education, the learning process, goal setting, study and research techniques, along with fundamentals of writing an academic paper. How the bachelor's degree fits in with their career expectations and life goals will also be discussed.

TUX 105 Introduction to Online Education and Learning Technology

The purpose of this course is to assist students who have limited experience in higher education by providing them with the tools necessary to be successful in achieving their associate's degree in an online educational environment. Students will explore their learning style and gain an understanding of the importance of general education. Educational goal setting, study techniques, using educational technology and library research skills will also be covered.

TUX 301 Trident University Experience for Students in Transition

The purpose of this course is to assist transfer students in making a smooth transition to Trident University International. Various subject areas will be covered to help students take full advantage of Trident's information technology and academic resources. Students will complete self-assessments and engage in academic planning, learn about leadership and the importance of understanding diverse perspectives, enhance critical thinking skills, improve research and information literacy skills, and engage in advanced career exploration.

Teach-Out – Programs, Certificates, and Courses

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 and who maintain continuous enrollment in the program will be able to complete the program they were admitted.

Programs and Concentrations

Degree Programs	Concentration(s) Placed on Teach-Out	Effective Date
Bachelor of Science in Business Administration	Governmental Accounting Management Accounting Marketing Hospitality Management Total Quality Management	October 2016
Bachelor of Science in Health Sciences	Environmental Health Science Expert Legal Nurse Consultant Health Educator Health Educator – Certificate in Family Health Health Educator – Certificate in Nutrition Health Educator – Chemical Dependency Health Educator – Family Health Health Educator – Nutrition Health Educator – School Health PDC Physician Assistant PDC Radiology Technician PDC Laboratory Technician PDC Respiratory Therapy Public Health – Certificate in Emergency and Disaster Management Public Health – Emergency and Disaster Management	October 2016
Bachelor of Science in Computer Science	Database Network Administration Web Programming Web Services	October 2016

Degree Programs	Concentration(s) Placed on Teach-Out	Effective Date
Bachelor of Science in Business Administration	Criminal Justice Administration Entrepreneurship Finance General Management International Business Leadership	May 2017
Bachelor of Science in Leadership	Criminal Justice Administration	May 2017
Bachelor of Science in Information Technology Management	Business Systems Analysis Information Security IT Project Management	June 2017
Bachelor of Science in Health Science	Health Care Management	July 2018
Master of Business Administration	Business Research Criminal Justice Administration Government Accounting Public Management Quality Management	October 2016
Master of Arts in Education - 36 Unit	Adult Education Children's Literacy Development E-Learning Higher Education Safety Management Training Teaching and Instruction Training and Development	October 2016
Master of Science in Emergency and Disaster Management	Homeland Security	October 2016
Master of Science in Information Technology Management	IT Business Intelligence	October 2016
Master of Business Administration	Entrepreneurship Finance International Business Managerial Accounting Marketing Project Management	May 2017
Master of Science in Emergency and Disaster Management	All Concentrations	May 2017

Degree Programs	Concentration(s) Placed on Teach-Out	Effective Date
Master of Arts in Education – 36 Unit	All Concentrations	October 2018
Master of Science in Health Administration	Health Informatics	January 2019
Master of Science in Information Technology Management	IT Project Management IT Systems Analysis and Design	August 2019
Doctor of Philosophy in Health Sciences	Health Education Public Health	January 2017
Doctor of Philosophy in Health Sciences	Health Care Administration Global Health, Educator/Researcher Global Health, Practitioner/Researcher International Health, Educator/Researcher International Health, Practitioner/Researcher	October 2016
Graduate Certificate in Six Sigma Black Belt		October 2016
Graduate Certificate in Public Health		January 2017
Graduate Certificate in Entrepreneurship		May 2017
Graduate Certificate in Finance		May 2017
Graduate Certificate in International Business		May 2017
Graduate Certificate in Managerial Accounting		May 2017
Graduate Certificate in Project Management		May 2017
Graduate Certificate in Adult Learning		October 2017
Graduate Certificate in Instructional Systems Specialist		October 2017
Graduate Certificate in Technology and Learning		October 2017
Graduate Certificate in Health informatics		January 2019
Graduate Certificate in Business Intelligence		August 2019
Graduate Certificate in IT Project Management		August 2019

Courses

All courses listed below have been placed on teach out effective on the most recent catalog effective date. This is not a comprehensive list of teach out or retired courses. The below courses will continue to be offered to current students in compliance with all accrediting and regulatory entities. They 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.

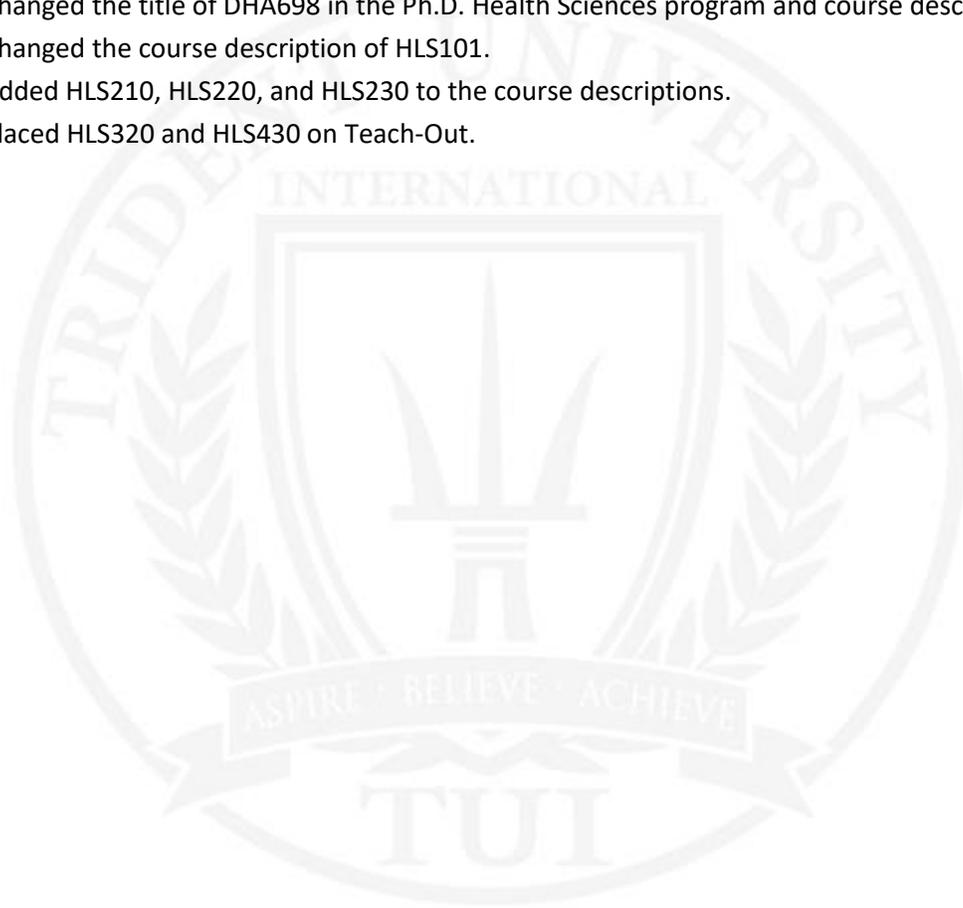| Course	Teach Out Date	Retire Date
HLS320	October 2019	October 2019
HLS430	October 2019	October 2019
CJA301	October 2019	October 2019
MGT301	October 2019	October 2019

Appendix of Changes – Effective October 2019

Effective October 2019, the following updates have been made to the 2019-2020 catalog.

- Placed MGT301 on Teach-Out and replaced it with MGT280 in all affected programs.
- Added the Associate of Science in Homeland Security (ASHLS) program.
- Made changes to the Bachelor of Science in Homeland Security program.
- Placed CJA301 on Teach-Out and replaced it with CJA201 in all affected programs.
- Made changes to the Dissertation component of the Ph.D. Health Sciences program.
- Changed the title of DHA698 in the Ph.D. Health Sciences program and course descriptions.
- Changed the course description of HLS101.
- Added HLS210, HLS220, and HLS230 to the course descriptions.
- Placed HLS320 and HLS430 on Teach-Out.