



2016  2017

Academic Programs  
**2016 - 2017 TRIDENT UNIVERSITY CATALOG**



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

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## University College

The primary goal of University College is to provide a high-quality general education program. The General Education curriculum prepares students for a fulfilling life as critical thinker and provides them with the communication skills to meet the work requirements of today's society. The secondary function of University College involves university extension. University College collaborates with Outreach and Partnerships to develop learning and training opportunities for our corporate/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 a higher education in one of the more specific, specialized curriculum offered by the University. Areas of study in English Composition, Mathematics, Arts and Humanities, Health and Wellness, Physical and Biological Sciences, Social and Behavioral Sciences, and Information and Technology Literacy prepare students for a fulfilling life as responsible citizen able to meet the work requirements of today's society.

To satisfy the Trident University's GE requirements, students must fulfill course requirements in the seven competency areas listed below and complete a minimum of 44 semester hours.

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

#### Total General Education Semester Hour Requirement

A minimum of 44 semester hours

#### General Education Learning Outcomes

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

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



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

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

Select two courses from the following options:

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

### **English Composition (8 Semester Hours)**

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

### **Health and Wellness (4 Semester Hours)**

CHS 202	Health and Society	4
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### **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
MAT 202	Advanced Mathematics	4
STS 401	Business 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 100	Introduction to Chemistry	4



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CHEM 100 L	Intro to Chemistry for Nursing and Allied Health Professionals	4
CHEM 101	General Chemistry I	4
CHEM 101 L	General Chemistry I with Lab	4
CHEM 102	General Chemistry II	4
CHEM 102 L	General Chemistry II with Lab	4
ECOL 100	The Economics of Biodiversity	4
ECOL 101	Ecology and Conservation on Military Installations	4
MIC 100	Microbiology	4
MIC 100L	Microbiology Lab	4
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.		4

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

Select one course from the following options:

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

Select one course from the following options:

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

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

Select one course from the following 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
CSC 101	Technology, Innovation, and Critical Thinking for Computer Sciences and Information Technology Management	4
HLS 101	Gateway to Homeland Security	4
ITM 101	Technology, Innovation, and Critical Thinking for Computer Sciences and Information Technology Management	4

### **General Education Special Instructions**

- TUX is an undergraduate requirement for ALL students.
- TUX also satisfies one course from Social and Behavioral Sciences
- TUX 101 is a required course for students transferring with fewer than 60 semester hours.
- TUX 301 is a required course for new students transferring in 60 semester hours or more.



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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 (\*\*).





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## 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 36 upper division semester hours

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



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### **Program Core Courses (52 Semester Hours)**

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	4
ETH 301	Business Ethics	4
FIN 301	Principles of Finance	4
ITM 301	Principles of Information Systems in Business and Organizations	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
*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)**

Students must complete all requirements in one of the following concentrations in Contract Management, Criminal Justice Administration, Entrepreneurship, Finance, General Business, General Management, Human Resource Management, Information Technology Management, International Business, Leadership, Logistics, Management/Leadership, or Project Management:

#### **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 (8 Semester Hours)**

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

##### **Concentration Elective Courses (8 Semester Hours)**

Select two courses from the following options:

CMG 302	Negotiation, Pricing and Conflict Resolution	4
CMG 401	Government Contracting Principles	4
CMG 402	Fundamentals of Purchasing and Purchase Management	4





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### Concentration Special Instructions

CMG 490 Capstone Contract Management may not be taken until all other concentration courses have been successfully completed

### **Criminal Justice Administration Concentration**

#### Concentration Learning Outcomes

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

#### Concentration Core Courses (16 Semester Hours)

CJA 301	Criminology and Public Policy	4
CJA 302	Criminal Justice Systems	4
CJA 401	Criminal Justice Administration	4
CJA 490	Capstone Course in Criminal Justice Administration	4

### Concentration Special Instructions

CJA 490 Capstone Criminal Justice Administration may not be taken until all other concentration courses have been successfully completed

### **Entrepreneurship Concentration**

#### Concentration Learning Outcomes

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

#### Concentration Core Courses (8 Semester Hours)

FIN 405	Entrepreneurial Finance	4
MGT 403	Entrepreneurship	4

#### Concentration Elective Courses (8 Semester Hours)

Select two courses from the following options:

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



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## Finance Concentration

### Concentration Learning Outcomes

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

### Concentration Core Courses (16 Semester Hours)

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

### Concentration Special Instruction

FIN 490	Capstone Finance may not be taken until all other concentration courses have been successfully completed.
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## 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	4
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
	Other electives as approved by Associate Dean	

## General Management Concentration

### Concentration Learning Outcomes

- Delineate the differences in the roles of managers and leaders in today's global economy while preparing them for the leadership challenges of the future.
- Conduct results oriented and academic research to analyze practical business problems.



- Execute business research by finding, collecting, analyzing and evaluating management literature and data.
- Utilize critical thinking and research skills in the evaluation of alternative management solutions.
- Analyze the process of dealing with change as mid-level managers working in multinational organizations.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.
- Explore contemporary knowledge in management and develop effective managerial skills.
- Identify and resolve behavioral issues within business organizations.

#### Concentration Core Courses (16 Semester Hours)

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

#### Concentration Special instruction

MGT 423	Organizational Development and Change may not be taken until all other concentration courses have been successfully completed
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### **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 Human Resource Management	4
*MGT 491*	Capstone Course in Human Resource Management	4

#### Concentration Special Instruction

MGT 491	Capstone Human Resource Management may not be taken until all other concentration courses have been successfully completed.
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### **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.

### **International Business Concentration**

#### Concentration Learning Outcomes

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

#### Concentration Core Courses (16 Semester Hours)

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

### **Leadership Concentration**

#### Concentration Learning Outcomes

- Delineate the differences in the roles of managers and leaders in today's global economy while preparing them for the leadership challenges of the future.
- Conduct results oriented and academic research to analyze practical business problems.
- Execute business research by finding, collecting, analyzing and evaluating leadership literature and data.
- Utilize critical thinking and research skills in the evaluation of alternative leadership solutions.
- Analyze the process of dealing with change as leaders working in multinational organizations.
- Evaluate methods for establishing and achieving organizational goals by explaining concepts and skills for stimulating individual and group performance.



- Explore contemporary knowledge in leadership and develop effective leadership skills.
- Identify and resolve behavioral issues within business organizations.

#### Concentration Core Courses (16 Semester Hours)

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

#### Concentration Special Instructions

MGT 423	Organizational Development and Change may not be taken until all other concentration courses have been successfully completed
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#### **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
LOG 490	Capstone Course in Logistics	4

#### Concentration Special Instructions

LOG 490	Capstone Course in Logistics may not be taken until all other concentration courses have been successfully completed
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#### **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

## **Bachelor of Science in Business Administration with a concentration in Safety Management**

### **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



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### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

### **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
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### **Program Core Courses (52 Semester Hours)**

ACC 403	Principles of Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 305	Competitive Analysis and Bus. Cycles	4
BUS 401	International Business	4
ETH 301	Business Ethics	4
FIN 301	Principles of Finance	4
ITM 301	Principles of Information Systems in Business and Organizations	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
*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.



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### **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 36 upper division semester hours

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





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### **Program Core Courses (52 Semester Hours)**

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

### **Program Core Special Instructions**

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

### **Program Elective Courses (16 Semester Hours)**

Select four 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
OR	Approved business, psychology, sociology, or behavioral science courses	

## **Bachelor of Science in Leadership**

The Bachelor of Science in Leadership (BSL) program is designed to meet the needs of Trident University International (Trident) students whose educational and professional goals include acquiring the knowledge and skills needed for leadership careers within a variety of organizations.

### **Degree Semester Hour Requirement**

A minimum of 120 semester hours

### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours



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### **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 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 407	Principles of Human Resource Management	4
MGT 401	Leadership and Change	4
MGT 420	Power, Influence, and Persuasion	4
MGT 422	Decision Making for Leaders	4
LED 402	Leadership Training and Development	4

### **Required Program Concentration (36 Semester Hours)**

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

#### **Criminal Justice Administration Concentration**

In the BS Leadership – Criminal Justice Administration Concentration, the program will offer a comprehensive curriculum of communications, organizational behavior, ethics, the sociology of criminal justice, criminal justice systems, criminal justice structures and procedure, and leadership theory and practice.

#### **Lower Division Concentration Requirement (4 Semester Hours)**

CJA 205	Constitutional Law and Criminal Justice Administration	4
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#### **Concentration Core Courses (32 Semester Hours)**

ITM 301	Principles of Information Systems in Business and Organizations	4
LED 401	Leadership Research Methods	4
CJA 301	Criminology and Public Policy	4
CJA 302	Criminal Justice Systems	4
CJA 401	Criminal Justice Administration	4
CJA 403	Perspectives in Criminal Justice	4



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CJA 404	Criminal Procedure	4
*CJA 490*	Capstone Course in Criminal Justice Administration	4

Concentration Special Instructions

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

**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 |
| LED 401   | Leadership Research Methods                                     | 4 |
| MGT 499   | Strategic Management  | 4 |
| *MGT 423* | Organizational Development and Change                           | 4 |



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### Concentration Elective Courses (8 Semester Hours)

Select two courses from the following options:

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

### Concentration Special Instructions

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

## **3/2 Program in Human Resource Management**

*This program will be offered in a future session.*

The program is designed to allow a student to earn both a BSHRM and MSHRM in 5 years which is significantly less time than it would take to obtain both degrees if pursued consecutively. The Bachelor of Science in Human Resource Management (BSHRM) degree is designed to provide graduates with the knowledge and skills needed for careers in the large and growing human resource field. This degree provides students with a strong business background and an in-depth knowledge of the Human Resource Management discipline. The Bachelor of Science in Human Resource Management degree teaches practical skills across HR disciplines including staffing, training, HR information systems, benefits, global HRM and more. All courses are case based and application based. Human Resource professionals play an essential role in 21st century organizations, whose success is increasingly determined by the organization’s ability to attract, retain, develop and reward top talent. Human Resource professionals are valuable assets, expected to contribute to both the strategic direction and operational vision of the organization.

The Master of Science in Human Resource Management (MSHRM) degree is designed to provide graduates with the knowledge and skills needed to excel in careers in the large and growing human resource field. This degree provides students with a strong business background and an in-depth knowledge of the Human Resource Management discipline. They will be prepared to join an organization as valuable contributors to both the strategic direction and operational vision of the organization.

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

### **Admissions Requirements**

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



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

### **Current BSHRM students**

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

### **Degree Semester Hour Requirement**

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

### **Residency Requirement**

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

### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

### **Transfer Credit Maximum**

A maximum of 60 semester hours of undergraduate coursework

### **Program Learning Outcomes**

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

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

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

- Identify and apply appropriate quantitative metrics measurement and qualitative business models to:
  - 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 resource.

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

**Lower Division Program Requirements**

ECO 201	Microeconomics	4
ECO 202	Macroeconomics	4

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

MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MKT 301	Principles of Marketing	4
MGT 407	Principles of HRM	4
HRM 401	Staffing Organizations	4
HRM 402	Training and Development	4
MGT 412	HRM and Law	4
MGT 411	Advanced Topics in HRM	4
HRM 403	Global HRM	4
HRM 404	HR Information Systems	4
FIN 301	Principles of Finance	4

**Program Elective Courses (4 Semester Hours)**

Select one course from the following options:

BUS 205	Business Law	4
MGT 401	Leadership and Change	4

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

**Program Core Courses (32 Semester Hours)**

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



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

Select three courses from the following options:

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

### **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

#### **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.



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### **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 complete one of the following concentrations:

#### **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





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## **Entrepreneurship Concentration**

### Concentration Learning Outcomes

Function at the professional middle management level in an entrepreneurial environment.

- Demonstrate effective written communication in an advanced entrepreneurial environment.
- Perform critical analysis of complex situations as an entrepreneur and develop alternative solutions.
- Apply business knowledge, concepts, and frameworks to dynamic situations in an entrepreneurial environment.
- Marshal and manage relevant resources in an entrepreneurial environment particularly in an uncertain global environment.
- Integrate, apply, and synthesize business knowledge in an entrepreneurial environment.
- Demonstrate awareness of and work effectively in a diverse organization with an entrepreneurial environment.
- Recognize, analyze, and confront ethical and social responsibility issues in an entrepreneurial environment.

### Concentration Core Courses (12 Semester Hours)

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

## **Finance Concentration**

### Concentration Learning Outcomes

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

### Concentration Core Courses (12 Semester Hours)

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



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## 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



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## 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.



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#### 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

#### **International Business Concentration**

##### Concentration Learning Outcomes

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

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

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

#### **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
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### 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

### **Management Accounting Concentration**

#### Concentration Learning Outcomes

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

#### Concentration Core Course (4 Semester Hours)

ACC 504	Issues in Managerial Accounting	4
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#### Concentration Elective Courses (8 Semester Hours)

Select two courses from the following options:

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

### **Marketing Concentration**

#### Concentration Learning Outcomes

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



- Demonstrate awareness of and work effectively in a diverse organization as a marketing management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in marketing management.

Concentration Core Courses (12 Semester Hours)

MKT 510      Marketing Services      4

Concentration Elective Courses

Select two courses from the following options:

ITM 535      Business Intelligence: Data Mining, Data Warehousing and Data Analytics      4

MKT 502      International Marketing      4

MGT 515      Customer Relationship Management      4

**Project Management Concentration**

Concentration Learning Outcomes

- Function at the professional entry level in his/her chosen field of project management.
- Use the Internet and other resources to remain current in project management.
- Research specific topics in the core areas of project management.
- Make effective decisions within project management using appropriate analytical and critical thinking processes.
- Demonstrate effective written communication skills in a project management environment.
- Develop a foundation of project management knowledge useful for advance project management certifications

Concentration Core Courses (12 Semester Hours)

PRM 501      Foundations of Project Management      4

ACC 504      Issues in Managerial Accounting      4

Concentration Elective Courses

Select one course from the following options:

ITM 533      IT Project, Logistics, and Contract Management      4

MGT 508      Leadership of Teams      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 Dual MSHA/MBA program that result in the conferral of a Master of Business Administration (MBA) degree and a Master of Science in Health Administration (MSHA) degree.

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



- Dual degree students must satisfy the curriculum and graduation requirements of both the MBA and MSHA programs, and follow their degree plan. CAP599, the Integrated Capstone course, must be the last course taken after the required courses in both the MSHA and the MBA program have been taken.
- Students withdrawing from the dual degree program before completing both degrees will only receive credit toward graduation for such courses that qualify toward a single degree program. In this situation students will take the capstone course for the single degree program they wish to complete (MHA599 for the MSHA or MGT599 for the MBA). The CAP599 integrated capstone is only applicable for the Dual Degree.
- The MBA and MSHA degrees will be awarded upon successful completion of the requirements of the entire dual degree program.

### **Degree Semester Hour Requirement**

64 Semester Hours

### **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.





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## **Program Core Courses (64 Semester Hours)**

### **MBA courses:**

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

### **MSHA courses:**

MHA 506	Health Care Systems Organization	4
MHA 507	Health Care Delivery Systems	4
MHM 502	Health Care Finance	4
MHM 505	Introduction to Quality Assurance	4
MHM 514	Health Information Systems	4
MHM 522	Legal Aspects of Health Administration	4
MHM 525	Marketing in Health Care	4
*CAP 599*	Capstone Course in Health Administration and Business Administration	4

### **Program Core Special Instructions**

- \*CAP 599\* Capstone Course in Health Administration and Business Administration Administration must be taken in final session.

## **Master of Science in Human Resource Management**

Human Resource professionals play an essential role in 21st century organizations, whose success is increasingly determined by the organization's ability to attract, retain, develop and reward top talent. Human Resource professionals are valuable assets, expected to contribute to both the strategic direction and operational vision of the organization.

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

### **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	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.



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## **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 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....712. 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 week long. Students are requested to take the Qualifying Exam during RES620 and before enrolling in DBA699 (more information appears below). Students that have successfully passed the Qualifying Exam and DBA699, continue to the dissertation phase where a committee chair is assigned to them as they work on their dissertation proposal. After successfully defending the proposal, they conduct their research (i.e., collect data, analyze it, report the findings and provide a full discussion of them), write the full five-chapter dissertation and defend the dissertation. Following that and the approval of the 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.



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### **Program Core Courses (40 Semester Hours)**

The courses appear by order of enrollment

RES 600	Introductory Data Analysis	4
ORG 601	Organizational Studies I	4
RES 601	Research Design and Fieldwork	4
ORG 602	Organizational Studies II	4
RES 603	Advanced Data Management and Analysis	4
RES 620	Current Research in Business and Management	4
DBA 699	Dissertation Proposal Seminar	4
DBA 700	Dissertation Series	4
DBA 701	Dissertation Series	4
DBA 702	Dissertation Series	4
DBA 703	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 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 (16 Semester Hours)**

Students must complete all requirements in one of the following concentrations. Students should enroll in concentration courses after successfully completing RES 600, ORG 601, RES 601, ORG 602 and RES 603:

#### **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 (16 Semester Hours)

ACC 601	Financial/Managerial/Behavioral Accounting	4
FIN 601	Studies in Corporate Finance	4
RES 610	Advanced Multivariate Data Analysis	4
MGT 607	Strategic Management	4

#### **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 (16 Semester Hours)

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

#### **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 (16 Semester Hours)

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

#### **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 (16 Semester Hours)

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



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## 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 (16 Semester Hours)

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





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## College of Education

The College of Education recognizes that its mission is to produce competent and caring professionals and leaders committed to improving the education of the populations they serve. This mission is satisfied by providing high quality degree programs that provide in-depth knowledge and broad understanding of respective fields of study, emphasize critical thinking and ethical practice, and promote interdisciplinary collaboration. Highly qualified and diverse faculty shall facilitate development of active learning utilizing advanced technology and a student-centered approach in meeting the needs of diverse adult learners including traditionally underserved populations.

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

### Master of Arts in Education

The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of adult education and training, as well as, an increased competence in fulfilling related responsibilities in educational institutions, nonprofits and corporate organizations. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher or administrative licensure.

#### **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:

- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.



- Write scholarly essays on policy, programs and issues relating to education and education leadership.

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

Select one course from the following options in the area of education technology:

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

Complete all four courses below:

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

### **Program Core Special Instructions**

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

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

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

#### **Adult Education and Training Concentration**

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

#### **Concentration Learning Outcomes**

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

- Understand and apply concepts of andragogy to design and development of adult learning experiences
- Plan, develop and deliver effective education and training for staff development and employee improvement
- Apply knowledge and skills to management of adult education programs
- Contribute significantly to professional organizations in continuing education and adult learning

### **Concentration Core (4 Semester Hours)**

Select one course from the following options:

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



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### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

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

### **Aviation Education Concentration**

The Aviation Education concentration is designed primarily for individuals who are interested in training positions in an aviation related field. The curriculum is structured around a core body of knowledge in adult education and the principles and theories of adult education that are unique to aviation training. The curriculum builds advanced understandings and skills in the applications of learning theory as it applies to flight training, aviation safety training, simulation systems, research, and practice. Individuals completing this program will have the knowledge and skill for positions in the aviation industry for both civilian and government agencies. Graduates of the program usually find jobs as trainers, instructional designers, program evaluators, training supervisors and aviation administrators.

### Concentration Learning Outcomes

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

### Concentration Core (4 Semester Hours)

Select one course from the following options:

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

### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

MAE 551	Instructor Training Techniques in Aviation	4
MAE 553	Simulation Systems in Aviation Education	4
MAE 555	Aviation Safety Education	4
MAE 557	Current Research in Aviation Education	4

### **Curriculum and Instruction Concentration**

The Curriculum and Instruction concentration provides the student with the knowledge and skills needed to create instructional experiences that are aligned to specific student learning styles. This process is guided by pedagogical and philosophical theory and practice that results in learning that can be observed and assessed. Students will explore a number of instructional design models, and may focus on adult learners or K-12 students, to develop appropriate related learning materials. Students will also



learn to use the Internet to instruct and guide online learning, with student-centered, project-based experiences that supports the development of 21st century skills.

#### Concentration Learning Outcomes

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

#### Concentration Core (4 Semester Hours)

Select one course from the following options:

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

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

Select three courses from the following options:

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

#### **Early Childhood Education Concentration**

The concentration in Early Childhood Education in the Master of Arts in Education program focuses on the value of early childhood educational experiences in all aspects of the young child's life. The students will understand that play is at the basis of learning in all spheres of development, and relationships with peers and adults are key to children's learning from their experiences. The program provides an integration of theory and application. The application case assignments and projects will enable students to apply the knowledge and skills with children presenting the full range of abilities and disabilities, in a range of settings, and with the full age range of infants and toddlers, preschool and kindergarten through grade two (age of 0-8). Graduates of the program may seek management and other specialty positions in the field of early childhood education.

#### Concentration Learning Outcomes

- Apply knowledge and skills to develop educational experiences in a range of settings, and with the full age range of infants and toddlers, preschool and kindergarten.
- Integrate theory and practice into positive learning for children presenting the full range of abilities and disabilities
- Value early childhood educational experiences in all aspects of the young child's life
- Engage peers and adults as key influences to children's learning experiences
- Understand that play is at the basis of learning in all spheres of development



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### Concentration Core (4 Semester Hours)

Select one course from the following options:

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

### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

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

### **Educational Leadership and Administration Concentration**

The concentration in Educational Leadership and Administration provides the student an opportunity to develop knowledge and skills in the content areas of administration and leadership. Students will learn to delineate the roles and tasks of education leaders and administrators in a range of institutions and within community partnerships. Student will also apply education leadership theories and research skills that promote accountability and advancement of student-centered education.

### Concentration Learning Outcomes

- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education
- Administer and lead prek-12 and higher education programs
- Identify and demonstrate personal leadership style (including transitional and transformation leadership strategies)
- Delineate roles and tasks of education leaders and administrators in a range of institutions and within community partnerships

### Concentration Core (4 Semester Hours)

Select one course from the following options:

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

### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

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

### **Sports Performance and Leadership Concentration**

The Sports Performance and Leadership concentration provides students the opportunity to develop a specialization within the field of sports education, athletic administration and coaching. This concentration integrates concepts and principles from physiology, psychology and sociology and applies them to developing today's athlete and sports team. Students will also obtain the knowledge and skills



to utilize pedagogical and philosophical theory to enhance the quality of sports training and ensure positive coaching practices.

#### Concentration Learning Outcomes

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

#### Concentration Core (4 Semester Hours)

MAE 570 Psychological Foundations of Sports and Learning 4

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

Select three courses from the following options:

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

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

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

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

A minimum of 60 Semester Hours

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

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

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

- Promote the development of self and others.
- Self-assess performance regularly using feedback, reflection, goal setting and evaluation. Equitably and ethically sustain people, processes and information, as well as assets of the organization to fulfill the mission, vision and goals of the PK-12 educational systems.
- Lead Successful Learning Programs and Organizations.



- Possess the knowledge and ability to promote the success of all students embracing change and fostering a positive organizational culture, effective curricular programs, a student-centered learning environment and encouraging the growth of all staff.
- Become practitioner scholars.
- Engage in scientific methods to assess practice, examine results and promote sound decision-making.
- Participate in professional and policy-making communities.
- Strategically build relations and coalitions to improve the quality of PK-12 education.

### **What Students Can Expect**

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

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

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

### **Program Learning Outcomes**

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



- Demonstrate information literacy through the use of a diverse range of appropriate information and educational technologies to improve practice.
- Apply advanced knowledge of teaching and learning to instructional leadership.

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

EDD 602	Leadership Theory and Practice	4
EDD 603	Effective Communication for Education Leaders	4
EDD 611	Strategic Planning and Finance for Educational Leaders	4
EDD 632	Legal Aspects for Educational Leadership	4
EDD 605	Applied Research	4
EDD 607	Advanced Applied Research	4
EDD 614	Research in Educational Leadership	4
EDD 612	Assessment and Program Evaluation	4
EDD 680	Dissertation Supervision I	4
EDD 690	Dissertation Supervision II	4
EDD 700	Dissertation Supervision III	4

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

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

#### **PK-12 Concentration**

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

#### **Concentration Core Courses (4 Semester Hours)**

EDD 634	Current Issues in PK-12 Education	4
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#### **Concentration Elective Courses (12 Semester Hours)**

Select three courses from the following options:

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

#### **Higher Education Concentration**

The Doctor of Education in Educational Leadership with a Higher Education concentration is a practitioner oriented program intended for students currently holding leadership positions, or aspiring to obtain a leadership position in a post-secondary education setting as academic program administrators, campus administrators, and student affairs or student services professionals. Students learn the conceptual/theoretical, attitudinal, and operation skills to transform





post-secondary educational systems and graduates are prepared to lead change in a post-secondary education system. All candidates will develop the skill set necessary to operate as a scholar-practitioner with the completion of a three article dissertation.

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

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

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

Select one course from the following options:

EDD 643	Management of Change in Higher Education	4
EDD 644	Curriculum in Higher Education	4
EDD 635	Professional Development and Mentoring	4
EDD 645	Current Issues in E-Learning in Higher Education Settings	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 612	Program Evaluation in Education	4
DEL 699	Dissertation Seminar	4
DEL 700	Dissertation Series	4
through 702		



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DEL 703 and above	Dissertation Continuation	0
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 610	Qualitative Research	4
RMS 618	Quantitative Research and Advanced Statistics II	4
RMS 620	Linking Theory to Research	4

### Program Core Special Instructions

The Ph.D. curriculum has three components:

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

### **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 prepare highly competent professionals through the innovative academic program. Graduates of this concentration are prepared to serve in the field of health education through teaching, research, and service. We will provide a contemporary curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health education. This concentration will also prepare students to have the principle foundation for health education promotion and practice including planning educational programs, conducting needs assessments, and understanding factors that influence individual and community health to build healthier communities. All students will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation.

#### Concentration Learning Outcomes

- Identify information needs, be capable to search and retrieve information as research needed; Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, and/or practices in specific areas of education.
- Communicate proficiently with others in the field of education through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences.
- Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting scholarly, ethically sound research directed toward contributing to the body of knowledge within the field of education.
- Develop critical thinking skills that will result in the ability to assess and evaluate problems, formulate solutions in their diverse workplaces and fields of education.
- Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.

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

Select three courses from the following options:

DEL 614	Research in Educational Leadership	4
DHS 601	Health Promotion, Program Planning, Design and Evaluation	4
DHS 602	Health Behavior and Change	4
RES 603	Advanced Data Management and Analysis	4



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## 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



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## 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.

### Bachelor of Science in Health Sciences

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

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

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

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

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

A minimum of 120 semester hours

#### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

#### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

#### **Program Learning Outcomes**

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

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- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational, legal, and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

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

BHE 200	Essentials of Public Health	4
BHE 226	Health Communication and Advocacy	4
BHE 418	Health Behavior	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHS 365	Ethics in Health Care	4
BHS 414	Cross Cultural Health Perspectives	4
BHS 450	Health Care Delivery Systems	4
*BHS 499*	Senior Capstone Project	4

### **Program Core Special Instructions**

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

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

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

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

#### **Program Elective Courses**

##### **Program Elective Courses (0-28 Semester Hours)**

Select seven courses from the following:

BHE 310	Health Promotion, Disease Prevention	4
BHE 314	Environmental Health and Safety	4
BHE 415	Community and Domestic Violence	4
BHM 320	Management of Health Programs	4
BHM 324	Human Resource Management	4
BHM 415	Topics in Health Care Policy	4
BHM 443	Legal Aspects of Health Care	4
BHS 312	Principles of Management	4





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BHS 350	Global Health and Sustainability	4
HLS 320	Homeland Security and Interagency Planning	4
HLS 440	Potential Threats to Homeland Security	4

### **Health Care Management Concentration**

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

#### Concentration Learning Outcomes

Upon graduation, students will be able to:

- Conduct evaluation and research related to the healthcare and associated industries.
- Assess individual and community needs, and then recommend appropriate strategies to align resources to meet these needs.
- Plan healthcare strategies, interventions, and programs.
- Implement healthcare strategies, interventions, and programs.
- Administer healthcare strategies, interventions, and programs.
- Communicate and advocate for health and safety of individuals, families, communities, and society.
- Serve as a resource on matters pertaining to the operation of healthcare and related industries.

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

BHM 320	Management of Health Programs	4
BHM 443	Legal Aspects of Health Care	4
BHS 427	Health Care Finance	4

#### Concentration Elective Courses (16 Semester Hours)

Select four courses from the following:

BHM 324	Human Resources Management	4
BHM 411	Long Term Care	4
BHM 415	Topics in Health Care Policy	4
BHS 312	Principles of Management	4
BHS 350	Global Health and Sustainability	4
HLS 320	Homeland Security and Interagency Planning	4

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

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

The Bachelor of Science in Health Sciences program provides a firm foundation in the health sciences to prepare graduates for entry and mid-level positions in public health and health care administration, or to pursue graduate education in a health-related field. Our mission is to produce highly competent,



ethical, caring health professionals who can effect change for the better in communities, populations, organizations, and systems. We do this with an evidence-based, online teaching model and a student-centered learning environment in which undergraduates can expand their knowledge and skills.

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

### **Degree Semester Hour Requirement**

A minimum of 120 semester hours

### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

### **Program Learning Outcomes**

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

- Demonstrate effective communication skills in health science professional practice.
- Discuss the role of the health professional in a multidisciplinary context.
- Demonstrate an appreciation of cultural competency in health science practice.
- Discuss emerging trends and advances and describe their potential impact on health science practice.
- Describe how social, economic, and political forces shape the health profession and the environment in which it functions.
- Apply ethical values and practices to health-related decision making and problem solving.
- Describe and apply foundational, legal, and regulatory principles within health science practice.
- Critically examine and integrate health-related literature into health science practice.
- Apply foundational health sciences research and evaluation strategies within professional practice.

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

BHE 200	Essentials of Public Health	4
BHE 226	Health Communication and Advocacy	4
BHE 418	Health Behavior	4
BHS 210	Introduction to Epidemiology	4
BHS 220	Introduction to Health Statistics	4
BHS 365	Ethics in Health Care	4
BHS 414	Cross Cultural Health Perspectives	4
BHS 450	Health Care Delivery Systems	4
*BPH 499*	Senior Capstone in Public Health	4



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### Program Core Special Instructions

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

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

### Program Concentration Options (28 Semester Hours)

Students must complete one of the following concentrations:

#### **Public Health Concentration**

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

#### Concentration Learning Outcomes

Upon graduation, students will be able to:

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

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

BHE 314	Environmental Health and Safety	4
BHM 415	Topics in Health Care Policy	4
BHS 350	Global Health and Sustainability	4



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### Concentration Elective Courses (16 Semester Hours)

Select four courses from the following:

BHE 302	Introduction to Health Education	4
BHE 310	Health Promotion, Disease Prevention	4
BHE 415	Community and Domestic Violence	4
BHS 434	Industrial Hygiene and Occupational Health	4
HLS210	Fundamentals and Ethics of Homeland Security	4
HLS320	Homeland Security and Interagency Planning	4

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

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

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

### Concentration Learning Outcomes

Upon graduation, students will be able to:

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



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### Concentration Core Courses (12 Semester Hours)

BHE 314	Environmental Health and Safety	4
BHM 415	Topics in Health Care Policy	4
BHS 350	Global Health and Sustainability	4

### Concentration Elective Courses (16 Semester Hours)

Select four courses from the following:

BHS 432	Vector Control	4
BHS 433	Water Quality	4
BHS 434	Industrial Hygiene and Occupational Health	4
BHS 436	Food Protection	4
BHS 438	Hazardous Materials	4
HLS320	Homeland Security and Interagency Planning	4

### **Public Health Concentration - Health Care Administration**

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

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

### Concentration Learning Outcomes

Upon graduation, students will be able to:

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



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### Concentration Core Courses (12 Semester Hours)

BHE 314	Environmental Health and Safety	4
BHS 350	Global Health and Sustainability	4
BHM 415	Topics in Health Care Policy	4

### Concentration Elective Courses (16 Semester Hours)

Select four courses from the following:

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

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

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

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

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

### Concentration Learning Outcomes

Upon graduation, students will be able to:

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



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

Concentration Core Courses (12 Semester Hours)

BHE 314	Environmental Health and Safety	4
BHM 415	Topics in Health Care Policy	4
BHS 350	Global Health and Sustainability	4

Concentration Elective Courses (16 Semester Hours)

Select four courses from the following:

BHE 302	Introduction to Health Education	4
BHE 310	Health Promotion, Disease Prevention	4
BHE 324	Principles of Teaching	4
BHE 402	Advanced Health Education	4
BHE 411	Human Nutrition	4
BHE 415	Community and Domestic Violence	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 36 upper division semester hours.

### **Program Learning Outcomes**

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

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

### **Program Core Courses (40 Semester Hours)**

HLS 101	Gateway to Homeland Security	4
HLS 210	Fundamentals and Ethics of Homeland Security	4
HLS 320	Homeland Security and Interagency Planning	4
HLS 430	Preventing Homeland Infiltration: Air, Ground, and Maritime	4
HLS 440	Potential Threats to Homeland Security	4
HLS 450	Catastrophic Events and Responses	4
HLS 460	Intelligence and Law Enforcement	4
HLS 470	Cyber and Physical Security Vulnerabilities and Methodologies	4
HLS 480	Homeland Recovery and Continuity of Operations	4
*HLS 499*	Homeland Security Capstone Course	4

### **Program Core Special Instructions**

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

### **Program Options and Concentrations (32 Semester Hours)**

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





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### Program Elective Courses (16 Semester Hours)

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

### 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.

#### 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 431	Introduction to IT Security	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)

LED 402	Leadership Training and Development	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 401	Leadership and Change	4

### **Masters of Science in Emergency and Disaster Management**

Each year, people across the world are confronted by disasters. As can be witnessed by world events, the ability of a nation, state or community to plan for and respond to emergencies and disasters is essential in mitigating the potentially catastrophic consequences of natural and man-made disasters. The Master of Science in Emergency and Disaster Management (MSEDM) is designed for both military and civilian students with experience responding to national and global humanitarian crises, terrorist-based events and natural disasters. This program provides graduates with the skills to succeed in emergency and disaster professions in the military, federal, state and local government, and industry.

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

A minimum of 36 to 40 semester hours

#### **Program Learning Outcomes**

- Demonstrate advanced knowledge of theories and practices relevant to emergency and disaster management.
- Generate emergency plans that meet state and federal guideline and communicate them effectively through written and/or audio-visual formats.
- Apply quantitative skills and methods to evaluate emergency and disaster data/information.
- Identify and critically evaluate professional literature in the field of emergency and disaster management.
- Critically assess multiple or competing perspectives and options, and recommend appropriate administrative plans or courses of action relative to emergency and disaster management.
- Analyze and evaluate disaster threats to the public, infrastructures, and environments to effectively integrate and develop coordinated responses with various agencies in disaster mitigation.
- Be knowledgeable regarding legal and ethical practices and decision making as a professional in the emergency and disaster management field.

#### **Program Core Courses (28 Semester Hours)**

EDM 502	Critical Infrastructure Vulnerability and Protection	4
EDM 504	Public Health and the Aftermath of a Disaster	4
*EDM 599*	Capstone Project	4
MHE 503	Survey of Emergency and Disaster Management	4



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MHE 505	Issues of Terrorism	4
MHE 509	Emergency Planning and Methodology	4
MHE 511	Emergency Operations	4

#### Program Core Special Instructions

MHE 511	Prerequisite: MHE503 or MHE509
EDM 502	Prerequisite: MHE503, MHE509, MHE511
*EDM 599*	Prerequisite: May not be taken until all other core courses and concentration elective courses have been successfully completed

#### **Program Options and Concentrations (8-12 Semester Hours)**

Students must complete either the below Generalist Program Courses or the Logistics Concentration:

##### **Generalist Program Courses**

EDM 510	Dynamic Disaster Management Logistics	4
HLS 501	Introduction to Homeland Security	4

##### **Logistics Concentration**

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

##### **Concentration Learning Outcomes**

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

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

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

### **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 hour

### **Program Learning Outcomes**

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

### **Program Core Courses (24 Semester Hours)**

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

#### **Program Courses**

Complete the following:

MHM 514	Health Information Systems	4
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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



### **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
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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 Informatics 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 Health Informatics. The goal of the program is to provide those aspiring to be Health Informatics professionals with the necessary knowledge needed to succeed and become highly capable leaders and contributors to the healthcare industry.

#### Concentration Learning Outcomes

- Distinguish between and reconcile the economic, political and social forces that impact health informatics.
- Critically assess new developments and advances relevant to health informatics.
- Develop and implement plans/programs/policies addressing contemporary issues in health informatics.
- Apply, in a critical manner, legal and ethical practice and decision making in health informatics.
- Develop management, leadership and decision-making skills necessary to operate effectively at the organizational leadership level as a health information management professional

#### Concentration Core Courses (16 Semester Hours)

MHI 500	Introduction to Health Informatics	4
MHI 502	Information Systems in the Delivery of Health Care	4
MHI 504	Systems Analysis for Health Informatics	4
MHI 508	Health Information Systems Security	4

### **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.



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### Concentration Core Courses (16 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
MHM 514	Health Information Systems	4

## **Dual Degree**

### **Master of Science in Health Administration (MSHA) and Master of Business Administration (MBA)**

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

- The student needs to apply specifically to the dual degree program when applying to the university.
- The MSHA/MBA degree requires total of 64 semester hours, 32 semester hours from each program. The student may choose which program he/she completes first. However, students without an undergraduate degree in Business Administration should complete the MSHA program courses first.
- Dual degree students must satisfy the curriculum and graduation requirements of both the MBA and MSHA programs, and follow their degree plan. CAP599, the Integrated Capstone course, must be the last course taken after the required courses in both the MSHA and the MBA program have been taken.
- Students withdrawing from the dual degree program before completing both degrees will only receive credit toward graduation for such courses that qualify toward a single degree program. In this situation students will take the capstone course for the single degree program they wish to complete (MHA599 for the MSHA or MGT599 for the MBA). The CAP599 integrated capstone is only applicable for the Dual Degree.
- The MBA and MSHA degrees will be awarded upon successful completion of the requirements of the entire dual degree program.

### **Degree Semester Hour Requirement**

A minimum of 64 semester hours

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

### **MBA Program Learning Outcomes**

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

### **Program Core Courses (64 Semester Hours)**

#### **MBA courses:**

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

#### **MSHA courses:**

MHA 506	Health Care Systems Organization	4
MHA 507	Health Care Delivery Systems	4
MHM 502	Health Care Finance	4
MHM 505	Introduction to Quality Assurance	4
MHM 514	Health Information Systems	4
MHM 522	Legal Aspects of Health Administration	4
MHM 525	Marketing in Health Care	4
*CAP 599*	Capstone Course in Health Administration and Business Administration	4

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

- \*CAP 599\* Capstone Course in Health Administration and Business Administration Administration must be taken in final session.





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## Master of Science in Health Sciences

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

### **Degree Semester Hour Requirement**

A minimum of 36 to 40 semester hours

### **Program Learning Outcomes**

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

- Identify and apply appropriate theories, concepts, or models within the health sciences field
- Integrate diverse perspectives or cultural differences in recommending an appropriate strategy, plan or course of action within the health sciences field
- Apply quantitative reasoning skills to evaluate data or other health information.
- Demonstrate information literacy in the health sciences field
- Develop effective written documents and presentations as professionally appropriate at the health or healthcare administrative level, e.g., reports, proposals, PowerPoint presentations, educational materials

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

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

### **Program Core Special Instructions**

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

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

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

#### **Program Courses**

CRA 500	Health Care Delivery Systems	4
GHS 502	Introduction to Global Health	4
MHD 504	Health Promotion, Program Planning, Design and Evaluation	4
MPH 502	Introduction to Public Health	4



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## **Environmental and Occupational Health and Safety Concentration**

### Concentration Introduction

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

### Concentration Learning Outcomes

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

### Concentration Core Courses\* (16 Semester Hours)

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

### Concentration Elective Courses (4 Semester Hours)

Select one course from the following options:

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

## **Health Education Concentration**

### Concentration Introduction

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

### Concentration Learning Outcomes

- Apply health behavior theory to the development of health education interventions.



- Identify planning models for health education
- Conduct community health needs assessment
- Identify strategies for ensuring health program sustainability
- Develop a plan for establishing and maintaining health partnerships
- Develop health education program goals and objectives
- Propose an evidence-based intervention, and develop an evaluation plan
- Collect and analyze health-related data
- Identify the attributes of culture-centered health education

#### Concentration Core Courses (16 Semester Hours)

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

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

Select one course from the following options:

MHD 521	Perspectives in Community Health Education	4
MHD 531	Aging and Health Education	4
MHD 541	Mental Health and Society	4
MHD 551	Teenage Pregnancy and Early Parenting	4

### **Public Health Concentration**

#### Concentration Introduction

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

#### Concentration Learning Outcomes

- Demonstrate knowledge and application of research methods within the field of public health (e.g. development of research questions, hypotheses, literature review, study design, case definitions, selection of controls, sources of data, analytic methods)
- Conduct a descriptive analysis of a public health problem, geographical region, or population using demographic or epidemiologic data
- Develop cultural competency skills within the field of health sciences

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

MPH 502	Introduction to Public Health	4
MPH 504	Epidemiology	4
CRA 500	Health Care Delivery Systems	4

#### Concentration Elective Courses (8 Semester Hours)

Select one course from the following options:

MHD 508	Health Behavior and Change	4
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MIH 521	Health Program Evaluation	4
Select <u>one</u> course from the following options:		
MIH 512	Demography and Health	4
MPH 522	Public Health Law and Policy	4
MPH 503	Infertility and Public Health	4
MIH 527	Environmental Health Assessment	4
EOH 502	Fundamentals of Environmental and Occupational Health	4

## 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

### **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
*HLS 599*	Capstone Course	4
MHE 509	Emergency Planning and Methodology	4

### **Program Core Special Instructions**

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

### **Program Elective Courses 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 504	Public Health and the Aftermath of a Disaster	4
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.



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### 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

## **Doctor of Philosophy in Health Sciences**

The Doctor of Philosophy represents the highest level of achievement in any academic discipline. Trident is proud to offer a research degree resulting in a Doctor of Philosophy in Health Sciences with concentrations in public health, global health, health policy and administration, and health education. The purpose of the Doctor of Philosophy in Health Sciences program is to prepare professionals from health and health sciences related fields to build skills as leaders, educators, executives, researchers, consultants, and scholars. Prepare to serve the world as a competent and caring professional by earning your Ph.D. in Health Sciences online with Trident. Be on the forefront of an ever-changing field by learning, developing, and applying innovative research methods in our challenging and highly rewarding doctoral program.

All students in the program will have the opportunity to develop advanced research skills directed toward the creation of new knowledge as demonstrated by a Ph.D. Dissertation. Our students conduct dissertation studies in various fields, including: public health, global health, health disparities, epidemiology, health education, nursing research, health research, allied health research, health policy, health administration, environmental health, physical therapy, occupational health, molecular biology, and many other fields. Students will learn skills needed for



acquisition and application of advanced knowledge including current developments in their area of specialty. Graduates of the Ph.D. Health Sciences program will demonstrate effective scholarly writing and presentation, as well as skills needed to design, perform, compile, and successfully defend a doctoral level dissertation

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...

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

### **Program Learning Outcomes**

- Demonstrate evidence of advanced research skills directed toward the creation of new knowledge in the field of health science.
- Describe and distinguish, in a comprehensive manner, the various theories and their applications to specific areas of health sciences.
- Produce and present scholarly writing based on rigorous scholarly research.
- Design and conduct doctoral level research and successfully defend a dissertation.
- Comply with legal and ethical requirements for research.
- Make significant and relevant contributions to the current body of scientific knowledge.
- Develop the ability to function in professorial track teaching or at high levels of organizational administration

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

DHS 612	Program Evaluation	4
DHS 652	Research Seminar	4
DHS 699	Dissertation Seminar	4
DHS 700	Dissertation Series	4
through 702		
DHS 703	Dissertation Continuation	0
and above		
RMS 600	Research Methods	4
RMS 608	Quantitative Research and Advanced Statistics I	4
RMS 610	Qualitative Research	4
RMS 618	Quantitative Research and Advanced Statistics II	4
RMS 620	Linking Theory to Research	4

### **Program Core Special Instructions**

The Ph.D. curriculum has three components:



- Core Courses:** All students are required to take five (5) research methods courses and two (2) required theory courses in the field of health. These courses provide the foundation for the elective courses which students may pursue in their specialized concentrations. All courses are valued at four semester hours. The last course taken prior to the dissertation series is the required DHS699-Dissertation Proposal Seminar.
- Completion:** Successful completion of both oral and written Comprehensive exam  
Successful completion of the Dissertation Seminar /Prospectus (DHS699)
- Dissertation:** Successful defense of the dissertation proposal  
Successful defense of the Ph.D. dissertation, and approval of the Dissertation Committee by the Doctoral Studies Director.

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

Students complete all courses in one of the following concentration options:

#### **Global Health Concentration**

##### Concentration Introduction

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

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

Complete 12 Semester Hours from the following:

DIH 620	Current Issues in Global Health Research	4
DIH 633	Global Epidemiology	4
DHS 681	Special Topics in Health Science and Public Health	1
DHS 682	Special Topics in Health Science and Public Health	2
DHS 683	Special Topics in Health Science and Public Health	3
DHS 684	Special Topics in Health Science and Public Health	4
DIH 697	Introduction to Health Equity	4

#### **Health Education Concentration**

##### Concentration Introduction

The concentration in Health Education is dedicated to prepare highly competent professionals through the innovative academic program. Graduates of this concentration are prepared to serve in the field of health education through teaching, research, and service. We will provide a contemporary curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health education. This concentration will also prepare students to have the principle foundation for health education promotion and practice including planning educational programs, conducting needs assessments, and understanding factors that influence individual and community health to build healthier communities. All students will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation.





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### 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 health 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 health 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 health education.
- Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.

### Concentration Elective Courses (12 Semester Hours)

Complete 12 Semester Hours from the following:

DEL 614	Research in Educational Leadership	4
DHS 601	Health Promotion, Program Planning, Design and Evaluation	4
DHS 602	Health Behavior and Change	4
DHS 681	Special Topics in Health Science and Public Health	1
DHS 682	Special Topics in Health Science and Public Health	2
DHS 683	Special Topics in Health Science and Public Health	3
DHS 684	Special Topics in Health Science and Public Health	4

### **Health Policy and Administration Concentration**

#### Concentration Introduction

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

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

Complete 12 Semester Hours from the following:

DHA 619	Current Issues in Health Administration Research	4
DHA 621	Health Care Law, Regulation and Ethics	4
DHA 623	Advanced Leadership	4
DHA 698	Seminar in Strategic Planning for Health Sciences	4
DHS 681	Special Topics in Health Science and Public Health	1
DHS 682	Special Topics in Health Science and Public Health	2
DHS 683	Special Topics in Health Science and Public Health	3
DHS 684	Special Topics in Health Science and Public Health	4



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## Public Health Concentration

### Concentration Introduction

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

### Concentration Elective Courses (12 Semester Hours)

Complete 12 Semester Hours from the following:

DHS 603	Introduction to Public Health	4
DHS 681	Special Topics in Health Science and Public Health	1
DHS 682	Special Topics in Health Science and Public Health	2
DHS 683	Special Topics in Health Science and Public Health	3
DHS 684	Special Topics in Health Science and Public Health	4
DIH 633	Global Epidemiology	4
DIH 697	Introduction to Health Equity	4



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## College of Information Systems

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

### **Bachelor of Science in Computer Science**

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.

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

A minimum of 120 semester hours

#### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

#### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

#### **Program Learning Outcomes**

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.



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### **Lower Division Program Requirements (32 Semester Hours)**

CSC 111	Foundations of Computing and Program Design	4
CSC 112	Assembly Language	4
CSC 212	Intermediate Object Oriented Programming	4
CSC 230	Data Structures and Algorithms	4
ITM 205	Object Oriented Programming	4
MAT 150	College Algebra	4
MAT 106	Discrete Mathematics	4
MAT 201	Basic Statistics	4

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

CSC 310	Advanced Programming Topics	4
CSC 316	Database Systems I	4
CSC 317	Database Systems II	4
CSC 325	Operating Systems and Environments	4
CSC 330	Computer System Architecture	4
CSC 340	Networking and Data Communications	4
ITM 433	Human Computer Interaction	4
ITM 434	Business Ethics and Social Issues in Computing	4
*CSC 425*	BSCS Integrative Project (Capstone)	4

### **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.

### **Program Options and Concentrations (12 Semester Hours)**

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

#### **Program Elective Courses**

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

#### **Cybersecurity Concentration**

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

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

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



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## **Bachelor of Science in Information Technology Management**

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

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

Graduates of the BSITM program should be able to function successfully in information technology management based career path; meet the needs of constant change in information technology management by engaging in pursuit of excellence and lifelong learning; research specific topics in the core areas of information technology management; make effective information technology management decisions using appropriate analytical and critical thinking processes; contribute to information system projects, and communicate effectively with other professionals technical and non-technical areas; and pursue advanced degrees in information technology management or related disciplines.

### **Degree Semester Hour Requirement**

A minimum of 120 semester hours

### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

### **Program Learning Outcomes**

The 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.



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### **Lower Division Program Requirements (12 Semester Hours)**

ACC 201	Financial Accounting	4
ITM 205	Object Oriented Programming	4
ITM 206	Introduction to Business Process and ERP Systems	4
MAT 201	Basic Statistics	4

### **Program Core Courses (40 Semester Hours)**

BUS 303	Business Communication	4
CSC 316	Database Systems I	4
ITM 306	Foundations of Management Information Systems	4
ITM 423	Systems Acquisition, Systems Development, and Project Management	4
ITM 426	Systems Analysis and Design I	4
ITM 431	Introduction to IT Security	4
ITM 433	Human Computer Interaction	4
ITM 441	Network Technology and Network Administration	4
*ITM 490*	Capstone in Information Technology Management	4
LOG 302	Operations Management Control	4

### **Program Core Special Instructions**

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

### **Program Elective Courses or Program Concentrations (16 Semester Hours)**

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

#### **Program Elective Courses**

Select four courses from the following options:

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

#### **Business Systems Analysis Concentration**

The BSITM concentration in Business Systems Analysis prepares students for a systems analysis career. The systems analyst is able to take a business model and develop software and hardware solutions that



can be implemented and maintained efficiently and effectively with the intent of improving organizational performance. Included in the systems analysis plan is the understanding of how users interact with technology and the examination of input, processing and output of data. Students will be prepared for systems analysis careers in for-profit, government and not-for-profit sectors.

Concentration Core Courses (12 Semester Hours)

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

Concentration Elective Courses (4 Semester Hours)

Select one course from the following options:

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

**Information Security Concentration**

The BSITM concentration in Information Security prepares students for a career as an information security analyst. An information security analyst is responsible for the planning, implementation, upgrading and monitoring of security measures and controls to safeguard computer networks and information. Students will be prepared for information security analyst careers in for-profit, government and not-for-profit sectors.

Concentration Core Courses (12 Semester Hours)

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

Concentration Elective Courses (4 Semester Hours)

Select one course from the following options:

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



## **IT Project Management Concentration**

The BSITM concentration in IT Project Management prepares students to manage information technology projects. Students will gain an understanding of how to plan, organize, secure and manage resources to successfully attain the goals of IT projects. Students will be prepared to manage projects in the for-profit, government and not-for-profit sectors.

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

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

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

Select one course from the following options:

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

## **Master of Science in Information Technology Management**

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

### **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)**

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

#### **Program Elective Courses**

Select three courses from the following options:

ITM 527	IT Security and Disaster Recovery Management	4
ITM 530	Managing IT Systems Dev in Context of Multiple Stakeholders' Expectations	4
ITM 533	IT Project, Logistics and Contract Management	4
ITM 535	Business Intelligence, Data Mining, Data Warehousing, and Data Analysis	4
ITM 537	Principles of Information Security Auditing and Digital Forensics	4
ITM 538	Knowledge Management and Information Services	4
ITM 546	Advanced Systems Analysis and Design	4
ITM 547	Techniques of Data Mining and Related Analytical Procedures	4
ITM 550	Network Planning and Administration	4
ITM 555	Systems Engineering	4
ITM 560	IT Management for Specialized Technologies	4

#### **Information Security / Assurance and Digital Forensics Concentration**

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



concentration is on policy issues, auditing and forensics that should be implemented for prevention, detection and mitigation of security attacks.

#### Concentration Learning Outcomes

- Function at the IT Management level in areas dealing with information security.
- Demonstrate effective written communication in an advanced information security environment.
- Perform critical analysis of complex situations dealing with information security in complex systems and offer and evaluate alternative solutions.
- Apply IT management and technical knowledge, concepts, and frameworks to dynamic situations which demand information security and assurance.
- Lead and manage relevant resources within the systems environment to address information security issues particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of IT organizations to improve information security and assurance.
- Demonstrate awareness of and work effectively in a diverse organization which emphasizes information security and assurance activities.
- Recognize, analyze, and confront ethical and social responsibility issues impacting information security and assurance.

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

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

#### **IT Project Management Concentration**

The goal of the concentration in IT Project Management is to provide IT professionals the opportunity to master the principles and best practices to better develop IT projects that are planned, negotiated, managed and completed in organizations. Because of the continuous advancements in information technologies and other tools, project management skills may be more formalized and more effectively utilized in organizations. Public and private institutions wishing to maintain and improve their position in today's competitive global economy have a great need for skilled IT project management professionals who understand IT management and systems. This certification will prepare students for understanding, developing, managing and controlling, deploying projects from those relatively small in scope and size to those which are massive in scope and size. The emphasis of this concentration is on both management skills and tools, and management awareness of information technologies and accounting/financing tools for cost control. The concentration consists of a series of four graduate-level courses designed to provide graduates with the project management principles and approaches confirmed in practice in all types of organizations and industries.

#### Concentration Learning Outcomes

- Function at the IT Management level in areas dealing with information security.
- Demonstrate effective written communication in an advanced information security environment.



- Perform critical analysis of complex situations dealing with information security in complex systems and offer and evaluate alternative solutions.
- Apply IT management and technical knowledge, concepts, and frameworks to dynamic situations which demand information security and assurance.
- Lead and manage relevant resources within the systems environment to address information security issues particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of IT organizations to improve information security and assurance.
- Demonstrate awareness of and work effectively in a diverse organization which emphasizes information security and assurance activities.
- Recognize, analyze, and confront ethical and social responsibility issues impacting information security and assurance.

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

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

#### **IT Systems Analysis and Design Concentration**

The Systems Analysis Concentration provides students the systems analysis and design skills to obtain an entry-level to mid-level management position in an IT organization. Graduates are uniquely positioned by virtue of their academic training, work experience, and communication skills. Covered in this concentration are system development methodologies, modeling techniques, project planning, project integration and assessment.

#### **Concentration Learning Outcomes**

- Manage team dynamics of IT development teams under the traditional systems development life cycle or agile development methodologies.
- Provide leadership in process systems and architecture analysis and design.
- Coordinate the flow of information for project development from organizational stakeholders.
- Manage projects to achieve time to completion and cost goals.
- Manage project to reduce risk of project failure and insure quality project deliverables.

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

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



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## 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.

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.

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

#### Entrepreneurship Certificate

This certificate consists of a series of four graduate-level courses designed to provide graduates with the latest information and research available in all functional and technical areas which has been confirmed by application in varied types and sizes of businesses in different industries. The emphasis is on the practical application of academic theories and the experiences of successful entrepreneurs in building businesses considering the restrictions of limited resources, competition, and legal restraints.

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)

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

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

Select one course from the following options:

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



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### **Finance Certificate**

This certificate consists of a series of four graduate-level courses which will provide the graduate a broad overview of investment analysis techniques and a solid understanding of the global financial system. Managers and individual investors holding a bachelor's degree will have the opportunity to learn the tools and techniques to properly analyze investment opportunities and to manage financial resources.

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)

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

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

Select one course from the following options:

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

### **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



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### 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

### **International Business Certificate**

This certificate consists of a series of four graduate-level courses designed to provide graduates with the latest information and cutting-edge methods, based on research confirmed in practice, in all types of international organizations and industries. The goal of the Graduate Certificate in International Business is to provide students information about advanced concepts and techniques in international business and the global economy. The focus is on analytical tools and management techniques that will allow for analysis of complex situations in international business and evaluation of alternative solutions.

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)

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

### Certificate Elective Courses (4 Semester Hours)

Select one course from the following options:

ETH 501	Business Ethics	4
MGT 506	Strategic Leadership	4

### **Managerial Accounting Certificate**

This certificate consists of a series of four graduate-level courses designed to provide graduates with the latest information and cutting-edge methods, based on research confirmed in practice, in all types of organizations and industries relative to managerial accounting. The goal of the Graduate Certificate in Managerial Accounting is to provide students information about advanced concepts and techniques in managerial accounting in the global economy. The focus is on analytical tools and management techniques that will allow for analysis of complex situations in managerial accounting and evaluate alternative solutions.

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.



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### Certificate Semester Hour Requirement

16 Semester Hours

#### Transfer Credit

No Credit Transfer Allowed

#### Certificate Core Courses (8 Semester Hours)

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

#### Certificate Elective Courses (8 Semester Hours)

Select two courses from the following options:

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

### **Project Management Certificate**

This certificate consists of a series of four graduate-level courses designed to provide graduates with the project management principles and approaches confirmed in practice in all types of organizations and industries. The goal of the Graduate Certificate in Project Management is to provide students information about the principles and best practices related to management of projects. The emphasis of this certification is on both management skills and tools, and awareness of information technologies and accounting/financing tools for cost control.

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)

PRM 501	Foundations of Project Management	4
ACC 504	Issues in Managerial Accounting	4
ITM 533	IT Project, Logistics, and Contract Management	4

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

Select one course from the following options:

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



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### **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

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### 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 Education**

### **Adult Learning Certificate**

This certificate consists of a series of four graduate-level courses designed to provide students with expanded knowledge about adult learners, higher education, professional education, corporate universities, training and development, government agencies, and community settings.

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 Requirements

16 Semester hours

### Transfer Credit

No Credit Transfer Allowed

### Certificate Core Courses (16 Semester Hours)

MAE 502	Psychological Foundations of Learning	4
MAE 520	Introduction to Adult Education	4
MAE 522	Curriculum Development in Adult Education	4
MAE 524	Adult Development and Learning	4

### **Instructional Systems Specialist Certificate**

This certificate consists of a series of six graduate-level courses designed to provide students with expanded knowledge and skill related to the field of instruction. Course work includes the study of content in the following areas: learning theory, psychology of learning, and instructional design. Learning theories studied will include the systematic design, development, and validation of instructional material.

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

24 Semester Hours

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### Transfer Credit

No Credit Transfer Allowed

### Certificate Core Courses (24 Semester Hours)

MAE 500	Current Issues in Technology and Learning	4
MAE 502	Psychological Foundations of Learning	4
MAE 503	Instructional Design Models	4
MAE 505	Curriculum Development Practicum	4
MAE 514	Infusing Technology into the Classroom	4
MAE 515	Assessment in Higher Education	4

### **Technology and Learning Certificate**

This certificate consists of a series of four graduate-level courses designed to explore the potential of technology to enhance teaching and learning. The courses provide understanding of the implications of technology-based learning for curriculum design, learning, transformative pedagogy, and professional growth.

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### Certificate Semester Hour Requirement

16 Semester Hours

### Transfer Credit

No Credit Transfer Allowed

### Certificate Core Courses (16 Semester Hours)

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

## **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

**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.

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)

MHE 503	Survey of Emergency and Disaster Management	4
MHE 505	Issues of Terrorism	4
MHE 509	Emergency Planning and Methodology	4
MHE 511	Emergency Operations	4

**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 an actual disaster. Situational adjustments to plans must be made sometimes



with limited feedback and at unconventional hours. Simulated crises will be used in the courses to sharpen the skills for effective emergency management.

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

#### Certificate Elective Courses

Select one course from the following options:

MHE 503	Survey of Emergency and Disaster Management	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



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### 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 (12 Semester Hours)

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

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

Select one course from the following options:

MHD 521	Perspectives in Community Health Education	4
MHD 531	Aging and Health Education	4
MHD 541	Mental Health and Society	4
MHD 551	Teenage Pregnancy and Early Parenting	4
MIH 521	Health Program Evaluation	4

### Health Informatics Certificate

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge and skills in the application of information technology in the provision of healthcare with particular emphasis on the acquisition, storage, retrieval and use of information to reduce cost, increase efficiency and enhance the overall quality of patient care. Special attention is given to patients' health Information privacy per HIPAA (1996).

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)

MHI 500	Introduction to Health Informatics	4
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MHI 502	Information Systems in the Delivery of Health Care	4
MHI 504	Systems Analysis for Health Informatics	4
MHI 508	Health Information Systems Security	4

### **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

### **Public Health Certificate**

The Graduate Certificate in Public Health provides an introductory, entry-level foundation in core public health concepts. It is ideal for those in any field who would like to acquire basic knowledge of public health but may not want to commit to a full degree program. It is also ideal for individuals in other fields (i.e., business, education, etc.), who seek to enhance their public health knowledge. Upon successful completion and based on Doctoral Studies Director's approval, some credits can be applied towards Master's or Ph.D. in Health Sciences degree program requirements.

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



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### Certificate Core Courses (16 Semester Hours)

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

## **College of Information Systems**

### **Business Intelligence Certificate**

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge of the principles and best practices of business intelligence such as data mining, relational database design, data analytics, data warehousing, project management and other related applications. The emphasis is on successful business intelligence application.

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 (12 Semester Hours)

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

### Certificate Elective Course (4 Semester Hours)

Select one course from the following options:

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

### **Information Security/Assurance and Digital Forensics 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.



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

### **IT Project Management Certificate**

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge of the principles and best practices to better develop IT projects that are planned, negotiated, managed and completed in organizations. Because of the continuous advancements in information technologies and other tools, project management skills may be more formalized and more effectively utilized in organizations. This certificate will prepare students for understanding, developing, managing and controlling, deploying projects from those relatively small in scope and size to those which are massive in scope and size.

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

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

Select one course from the following options:

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





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## 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 the contribution margin approach to decision making. Additional topics include relevant costs, allocation of costs and performance evaluation.

#### ACC 501 Accounting for Decision Making

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

#### ACC 503 Federal Taxation and Business Strategy

This course provides a comprehensive study of the federal income tax structure as related to business (i.e., partnerships and corporations), including problems intended to provide a thorough understanding of the law. Attention is also directed to the determination of the tax liability of corporations.

#### ACC 504 Issues in Managerial Accounting

This course focuses on key issues for management and management accountants to deal with in the 21st century. Topics include costing and accounting for projects, risk assessment and measurement,



relevant budgeting techniques, performance monitoring and evaluation and cost accounting systems assessment and relevance. *Prerequisite: ETH 501*

#### ACC 520 Internal Control and Auditing

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

#### ACC 525 Sustainability Accounting and Reporting

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

#### ACC 601 Financial/Managerial/Behavioral Accounting

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

## **ANT – Anatomy and Physiology**

#### ANT 100 Stress and the Human Body

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

#### ANT 250 I Anatomy and Physiology I

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

#### ANT 250 I L Anatomy and Physiology I L

The course introduces the learner to the structure and function of the human body. Students complete assignments related to the structural and functional aspects of anatomy and physiology for the integumentary system, the skeletal system, the muscular system, the central and peripheral nervous systems, organs of sense, and the endocrine system. For each system, students complete physiology



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

#### ANT 250 II Anatomy and Physiology II

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

#### ANT 250 II L Anatomy and Physiology II L

In this course the student completes assignments related to the structural and functional aspects of anatomy and physiology of the cardiovascular system, the immune system and related structures, the respiratory system, the digestive system, metabolism, urinary system, mechanisms of fluid, electrolyte, and acid-base balance, and the human reproductive system. For each system, students also complete physiology laboratory simulations, write lab reports, and are assessed by practical examination of virtual dissection using a virtual anatomy and physiology lab program.

### **ART – Art**

#### ART 101 Art History

This course traces the development of art from the early renaissance to the present time. Painting, sculpture, and architecture will all be explored. Special attention will be paid to the role art plays in society and how it can be used as a tool for historical analysis and a vehicle for better understanding the social conditions of the people at that time.

### **BHE – Health Education**

#### BHE 200 Essentials of Public Health

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

#### BHE 226 Health Communication and Advocacy

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



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### BHE 302 Introduction to Health Education

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

### BHE 310 Health Promotion, Disease Prevention

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

### BHE 314 Environmental Health and Safety

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

### BHE 324 Principles of Teaching

Strategies and methods of teaching must be adapted to meet the needs of clients, communities, and populations by taking into consideration individual, cultural, and social factors that influence learning and health behaviors. Theories and principles that support the design and delivery of effective health education are explored. Development of teaching plans and assessment of educational effectiveness are included. **Prerequisites:** *All program core courses*

### BHE 402 Advanced Health Education

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

### BHE 411 Human Nutrition

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

### BHE 415 Community and Domestic Violence

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

### 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.



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## **BHM – Health Care Management**

### BHM 320 Management of Health Programs

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.

### BHM 324 Human Resources Management

Focus on a variety of personnel issues facing human resource managers in the health care administration area. The course deals with labor laws, recruitment, selection, training and development of employees, performance, evaluation and legal issues related to human resources. *Prerequisites: All program core courses*

### BHM 411 Issues in Long Term Care

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

### BHM 415 Topics in Health Care Policy

This course identifies and explores challenges to affordable quality health care. Medicare and Medicaid regulations including policies addressing the medically indigent will be discussed. The course also prepares the student to examine the impact of tort reform legislation as well as genetic privacy legislation. *Prerequisites: All program core courses*

### BHM 443 Legal Aspects of Health Care

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

## **BHS – Health Science**

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

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

### BHS 210 Introduction to Epidemiology

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



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

#### BHS 220 Introduction to Health Statistics

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

#### BHS 312 Principles of Management

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

#### BHS 350 Global Health and Sustainability

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

#### BHS 365 Ethics in Health Care

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

#### BHS 411 Issues of Terrorism

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

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



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### BHS 412 Disaster Relief

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

### BHS 413 Survey of Emergency and Disaster Management

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

### BHS 414 Cross-Cultural Health Perspectives

Explores the role of culture in defining health, illness, and disability and in shaping health behavior. Cross-cultural health beliefs, practices, and communication are considered within the context of both Western and non-Western medical paradigms. **Prerequisites:** *BHE 226; ENG 101*

### BHS 417 Emergency Planning and Operation

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

### BHS 419 Risk Assessment

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



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#### BHS 427 Health Care Finance

Concepts of health care supply and demand, and resource allocation in view of political constraints and various markets. Health service pricing, policy, quality, and cost of health care will be discussed.

**Prerequisites:** *All program core courses; MAT101*

#### BHS 432 Vector Control

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

#### BHS 433 Water Quality

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

#### BHS 434 Industrial Hygiene and Occupational Health

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

#### BHS 436 Food Protection

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

#### BHS 438 Hazardous Materials

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





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### BHS 450 Health Care Delivery Systems

Survey of the health care delivery system in the United States. Focus will be placed on standards of evaluation, managed care, Medicare and Medicaid, and health care reform initiatives. Implications for the health care provider, and professional practice, and for individuals, families and communities are included. **Prerequisites:** *BHE 226; ENG 101*

### BHS 499 Senior Capstone Project

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

## **BIO – Biology**

### BIO 101 Introduction to Biology

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

## **BPH – Public Health**

### BPH 499 Senior Capstone in Public Health

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

## **BUS – Business**

### BUS 101 Technology, Innovation, and Critical Thinking for Business, 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



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within Trident's online library; organizing and analyzing data; and using word processing, spreadsheets, and presentation tools.

#### BUS 205 Business Law

An introduction to the law as it relates to business transactions including the law of contracts, agency and employment, the law of sales, the Uniform Commercial Code, consumer law, commercial papers, partnerships, corporations, antitrust, labor, environmental 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 a 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 305 Competitive Analysis and Business Cycles

This course combines the study of the economic behavior of individual or organizational decision making with national and international fiscal, monetary, and banking policies. Special emphasis is given to the international and e-commerce aspects of these subjects.

#### BUS 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 Bachelor's to Master's Dual Credit Program.*



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### BUS 500 Financial Intelligence

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

### BUS 502 Principles of Business

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

### BUS 503 Organizational Change and Transformation

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

### BUS 520 Business Analytics and Decision Making

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

### BUS 530 Managerial Economics

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

## **CAP – Health and Business Administration Capstone**

### CAP 599 Capstone Course in Health Administration and Business Administration

This course is the capstone course of the Dual Degree in MSHA and MBA, and as such is based on the required core courses of both degree programs. The culminating experience entails synthesis and

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integration of all previously learnt materials from both disciplines, but is focused on implementation to and within a real-world healthcare (service oriented) and business administration setting. Students will prepare an integrated and comprehensive final feasibility report of the project complemented with a visual presentation and executive summary.

## **CAR – Career Development**

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

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

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

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

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

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

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

The purpose of this course is to enhance the career development capacity of graduate students and 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.

## **CHEM – Chemistry**

### CHEM 100 Introduction to Chemistry

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

### CHEM 100 L Intro to Chemistry for Nursing and Allied Health Professionals

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

### CHEM 101 General Chemistry I

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

### CHEM 101 L General Chemistry I with Lab

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

### CHEM 102 General Chemistry II

An introduction to the principles of chemistry with topics that include: thermochemistry, thermodynamics, equilibria, kinetics, electrochemistry, oxidation-reduction, and qualitative analysis.

*Prerequisite: CHEM 101 or approval of 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



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competency in elementary physical chemistry, volumetric quantitative and some qualitative analysis.  
*Prerequisite: CHEM 101 L or approval of Associate Dean*

## **CHS – Health Sciences**

### CHS 200 Critical Thinking for Health Care Professionals

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

### CHS 202 Health and Society

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

## **CJA – Criminal Justice Administration**

### CJA 205 Constitutional Law and Criminal Justice Administration

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

### CJA 280 Criminal Justice Principles

This course examines the history of criminology. Examines various schools of thought. Focus is on social psychology, linguistic, critical legal studies. Issues such as the insanity defense, plea bargaining and the death penalty will be explored.

### CJA 301 Criminology and Public Policy

Blending theory and practice, this course examines some of the most controversial issues in criminology from a conceptual perspective. Classical and contemporary sources, from Aristotle, Kant, and Mill, to modern schools of criminology - social-psychology, linguistic, critical legal studies, and more - will be used to shed light on such issues as the insanity defense, plea bargaining, freedom of expression, and the death penalty. *Prerequisite: MGT 301; MGT 302*



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### CJA 302 Criminal Justice Systems

This course examines the internal and external structures, functions, and activities of the criminal justice system. Attempting to understand how criminal justice administration operates as a system, and how these organizations interact with the larger social and political systems, we will get to know how people work both within and between these systems. *Prerequisite: MGT 301; MGT 302*

### CJA 401 Criminal Justice Administration

In some sense, criminal justice organization is no different from managing any other organization. But in some sense, this is not so bad. To what extent is criminal justice administration different from administering other organizations? This course attempts to answer that question by looking at the peculiarities of criminal justice administration in terms of management techniques, leadership, organizational design, organizational behavior, marketing, finance, and other functional areas of business administration. *Prerequisite: MGT 301; MGT 302*

### CJA 403 Perspectives in Criminal Justice

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

### CJA 404 Criminal Procedure

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

### CJA 490 Capstone in Criminal Justice Administration

Under the direction of their professor, students will complete a comprehensive project in Criminal Justice Administration. The purpose of the project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate level learning obtained in the Criminal Justice Administration concentration. *Prerequisite: CJA 301; CJA 302; CJA 401*

## **CMG – Contract Management**

### CMG 301 Fundamentals of Contract Management/Administration

The language of contracting and contract management such as: the nature of the contracting process, contract terms, contract conditions, contract content, pricing arrangements, contractual vehicles, the differences between contracts for supplies and contracts for services, how public and private contracts differ; and how to write a contract administration plan to meet the customer's cost, schedule and performance requirements. The three phases of the contracting management process are discussed: pre-contract award management, contract management techniques after the contract award, and management and monitoring contract/contractor performance. *Prerequisite: MGT 301; MGT 302*



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### 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 401 Government Contracting Principles

Introduction to the basic contracting rules for all Federal Government agencies which are set forth in the Federal Acquisition Regulation (FAR) and the additional rules unique to the Department of Defense (DoD) which are set forth in DFARS. Government contracting through use of Fixed-Price, Cost-Reimbursement, Indefinite-Delivery/Indefinite-Quantity (ID/IQ), Small Business Innovative Research (SBIR), Letter and other contracts will be discussed. *Prerequisite: MGT 301; MGT 302*

### CMG 402 Fundamentals of Purchasing and Purchase Management

Purchasing function, responsibility and importance in the enterprise; government procurement vs. commercial purchasing practices; tools and techniques for effective supplier selection, purchasing; quality, price, and transportation issues; purchasing ethics. Management principles for effective purchasing administration are presented. *Prerequisite: MGT 301; MGT 302*

### CMG 490 Capstone Course in Contract Management

Under the direction of their professor, students will complete a comprehensive project in Contract Management. The purpose of the project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate level learning obtained in the Contract Management concentration. *Prerequisite: CMG 301*

## **CRA – Clinical Research Administration**

### CRA 500 Health Care Delivery Systems

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

## **CSC – Computer Science**

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

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





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

#### CSC 111 Foundations of Computing and Program Design

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 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 317 Database Systems II

This course builds on the knowledge and skills acquired in CSC316, and introduce advanced concepts and technologies of database systems, which include advanced SQL statements and functions, XML technologies, transaction management and database administration, database application development, and data warehouse. The course aims at helping students to develop a broad



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understanding of modern database technology. Students will work with a database and manipulate data in the database using various technologies to solve complex business problems. *Prerequisite: CSC 316*

#### CSC 325 Operating Systems and Environments

This course introduces the main concepts involved in operating systems: processes and threads, CPU scheduling, operating modes, memory management and resource 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*



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### CSC 424 Software Engineering

This course emphasizes the foundations of software engineering necessary for development of software systems. Students are introduced to system requirements elicitation and analysis, development of appropriate software solutions, effective software design, coding, and testing methodologies, team development, and the use of software engineering tools. Students will demonstrate proficiency through projects incorporating software engineering skills and knowledge. *Prerequisite: CSC 316*

### CSC 425 BSCS Integrated Project

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

## **DBA – Business Administration**

### DBA 699 Dissertation Proposal Seminar (4 Semester hours)

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

### DBA 700 Dissertation Series (4 Semester hours)

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

*Prerequisite: DBA 699*

### DBA 701 Dissertation Series (4 Semester hours)

After successful completion of DBA 699, students will enter the Dissertation Series courses phase (DBA 700–DBA 702). These are four-semester hour courses that are dedicated to students' work on the dissertation proposal. Each of the three courses has specific milestones that students are required to



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meet. By the end of DBA 702 students should have Chapters 1, 2, and 3 of their research proposal completed. Students who fail to meet course milestones will not be allowed to enroll in the next course until they repeat the current course and pass it. Each course can be taken no more than twice. More details (including questions and answers) appear in the Dissertation Handbook of the Glenn R. Jones College of Business. The milestone for DBA 701 is as follows: Complete Chapter 2 of the dissertation proposal. Students must submit a report on their progress every two weeks, and Chapter 2 must be submitted in Module 5. The grade in the course will be determined by the quality of Chapter 2.

#### DBA 702 Dissertation Series (4 Semester hours)

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

#### DBA 703 Dissertation Continuation (0 Semester hours)

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

#### DBA 704 Dissertation Continuation (0 Semester hours)

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

#### DBA 705 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are



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required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestones for DBA 705 are as follows: 1) Get IRB approval, 2) find an appropriate sample for the study, and 3) collect data for the study from participants. Students must submit a report on their progress every two weeks. An Excel file that includes all the data that has been collected must be submitted in Module 5.

#### DBA 706 Dissertation Continuation (0 Semester hours)

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

#### DBA 707 Dissertation Continuation (0 Semester hours)

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

#### DBA 708 Dissertation Continuation (0 Semester hours)

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

#### DBA 709 Dissertation Continuation (0 Semester hours)

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



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#### DBA 710 Dissertation Continuation (0 Semester hours)

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

#### DBA 711 Dissertation Continuation (0 Semester hours)

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

### **DEL – Doctoral Education Leadership**

#### DEL 602 Leadership and Leader Roles in Education

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

#### 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 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.



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#### 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 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 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



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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" (No Pass) 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" (No Pass) grade and will have to repeat the course. Students are allowed to repeat the course only twice.

DEL 703 Dissertation Continuation (0 Semester hours)

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

DEL 704 Dissertation Continuation (0 Semester hours)

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

DEL 705 Dissertation Continuation (0 Semester hours)

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





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#### DEL 706 Dissertation Continuation (0 Semester hours)

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

#### DEL 707 Dissertation Continuation (0 Semester hours)

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

#### DEL 708 Dissertation Continuation (0 Semester hours)

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

#### DEL 709 Dissertation Continuation (0 Semester hours)

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

#### DEL 710 Dissertation Continuation (0 Semester hours)

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

#### DEL 711 Dissertation Continuation (0 semester hours)

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



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## **DHA – Health Administration**

### DHA 619 Current Issues in Health Administration Research

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

### DHA 621 Health Care Law, Regulation and Ethics

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

### DHA 623 Advanced Leadership

Theories abound in the discipline of leadership studies. Contemporary theories have returned the focus to the leader. In this course, you will investigate the major leadership theories of transactional leadership, transformational leadership and strategic leadership. The primary focus of this course will be on five vision-centered strategic roles of an effective leader and you will have opportunities to envision yourself as an effective vision-centered leader. The purpose of this course is to provide opportunities to examine and analyze the leadership and management skills required to lead and direct the various types of health care organizations. We will cover the following topics, all pertaining to the strategic roles of the CEO: (1) Have and communicate a VISION, (2) Implement the VISION - shaping the organizational structure (3) Implement the VISION - with the right personnel, (4) Support the VISION - with the right resources and (5) Sustain the VISION - with the right initiatives.

### DHA 698 Strategic Planning for Health Organization

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

## **DHS – Doctoral Health Sciences**

### DHS 601 Health Promotion, Program Planning, Design and Evaluation

The purpose of this course is to teach students how to plan, implement, and evaluate health promotion programs in various settings. Needs assessment methods, planning models, goals and objectives setting, strategy selection, data collection, and quality and evaluation issues will be addressed.

### DHS 602 Health Behavior and Change

In this course, theory and applied concepts of health behavior change are introduced to the health educator. Current epidemiological findings pertaining to health behaviors as well as the different models and theories of health behavior from the perspective of individuals, organizations, communities, and society are explored and discussed.



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### DHS 603 Introduction to Public Health

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

### 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 652 Research Seminar

The purpose of this course is to review the many ways in which epidemiology contributes to the medical sciences; discuss the sources of health data; illustrate how epidemiologic measurements are made and used; outline the steps in the assessment of causation and risks; discuss common research designs used by epidemiologists; and describe some of the errors made in clinical research. *Prerequisite: RMS 618*

### DHS 681 Special Topics in Health Science and Public Health (1 Semester Hour)

This elective will cover special topics in public health and health sciences from webinars, independent study, conferences, and/or special topics in collaboration with a faculty instructor/mentor.

### DHS 682 Special Topics in Health Science and Public Health (2 Semester Hour)

This elective will cover special topics in public health and health sciences from webinars, independent study, conferences, and/or special topics in collaboration with a faculty instructor/mentor.

### DHS 683 Special Topics in Health Science and Public Health (3 Semester Hour)

This elective will cover special topics in public health and health sciences from webinars, independent study, conferences, and/or special topics in collaboration with a faculty instructor/mentor.

### DHS 684 Special Topics in Health Science and Public Health (4 Semester Hour)

This elective will cover special topics in public health and health sciences from webinars, independent study, conferences, and/or special topics in collaboration with a faculty instructor/mentor.

### DHS 699 Dissertation Seminar

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

### DHS 700 Dissertation Series (4 Semester hours)

The Dissertation Series and Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The DHS 700–702 series courses will be four-semester hour courses and will appear in a separate section on the student's transcript dedicated to the



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dissertation. Credits earned toward 700 series courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 series courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series course. Students are expected to complete the dissertation and the program by the end of 711.

#### DHS 701 Dissertation Series (4 Semester hours)

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

#### DHS 702 Dissertation Series (4 Semester hours)

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

#### DHS 703 Dissertation Continuation (0 Semester hours)

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

#### DHS 704 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 continuation courses. Students' progress will be determined by the



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Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 705 Dissertation Continuation (0 Semester hours)

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

DHS 706 Dissertation Continuation (0 Semester hours)

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

DHS 707 Dissertation Continuation (0 Semester hours)

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

DHS 708 Dissertation Continuation (0 Semester hours)

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

DHS 709 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each

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session while enrolled in the 700 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

#### DHS 710 Dissertation Continuation (0 Semester hours)

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

#### DHS 711 Dissertation Continuation (0 Semester hours)

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

### **DIH – Doctoral International Health**

#### DIH 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 635 Geopolitical Health Perspectives

Explores the roles and interrelationships of government, official organizations, non-government organizations and voluntary agencies in promoting effective health behaviors and achieving desired change.

#### DIH 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.

## **ECM – E-Commerce**

### ECM 555 e-Entrepreneurship

This course focuses on development of electronic technologies to support the emerging and developing enterprise. Issues of make-or-buy, web-presence, business-to-business, business-to-consumer, business-to-supplier, business-to-financial institution and other networks of electronic business models are discussed. Students will evaluate emerging and existing information technologies for supporting the enterprise development at various stages of its life cycle. *Prerequisite: ETH 501*

## **ECO – Economics**

### ECO 201 Microeconomics

Microeconomics is an introductory course in price theory, centering on the economic behavior of consumers, producers, and owners of economic resources. The course will focus on this behavior in the markets for goods and services, primarily as the behavior determines the allocation of resources and the distribution of commodities. The basic theories of supply and demand will be presented, including the concepts of price and income elasticity. Students will concentrate in depth on producer behavior in the various market structures. Finally, the importance of the operation of the factor market and the process of product distribution will be discussed. The focus on microeconomic analysis will allow students to examine the relevant concepts in an integrated manner.

### ECO 202 Macroeconomics

This course examines the basics of national economic theory, policy, and practice. Specific topics include aggregate production and expenditures, employment and inflation, monetary theories and policies, fiscal policies, business cycles, and growth. Emphasis is placed on measuring and interpreting macroeconomic conditions and policies.

## **ECOL – Ecology**

### ECOL 100 The Economics of Biodiversity

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

### ECOL 101 Ecology and Conservation on Military Installations

This course introduces students to the study of ecology and the practice of wildlife conservation in the United States. Students learn about habitats and species currently monitored and protected on military



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installations on the east and west coasts, and in the central, southeastern, and northeastern United States.

## **EDD – Doctor of Education**

### EDD 602 Leadership Theory and Practice

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

### EDD 603 Effective Communication for Educational Leaders

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

### EDD 605 Applied Research

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

### EDD 606 Management of Change in Education

The purpose of this course is to introduce the student to the research concerning 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.





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#### 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 612 Assessment and Program Evaluation

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

#### EDD 614 Research in Education Leadership

The course 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 study. The course culminates in the completion of a three article dissertation proposal and approval to submit to IRB.

#### EDD 630 Principles of Instructional Leadership

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

#### EDD 631 School Reform

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

#### EDD 632 Legal Aspects for Educational Leadership

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

#### EDD 634 Current Issues in PK-12 Education

In this course, students will develop an awareness of significant political decisions related to law, legislation, policy, or rule that 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 635 Professional Development and Mentoring

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



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#### EDD 636 Dimensions of Teacher Leadership

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

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

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

#### EDD 640 Current Issues in Higher Education (4)

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

#### EDD 641 Higher Education Administration (4)

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

#### EDD 642 Student Development Theory (4)

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

#### EDD 643 Management of Change in Higher Education (4)

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

#### EDD 644 Curriculum in Higher Education (4)

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



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

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

#### EDD 680 Dissertation Supervision I

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

#### EDD 690 Dissertation Supervision II

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

#### EDD 700 Dissertation Supervision III

This course is the last in a sequence of three dissertation supervision courses. Across these experiences students have developed, initiated, and carried out a plan of applied research relevant to their areas of specialization in educational leadership. This course will guide students through the process of revising, editing, and organizing the three articles they have previously written in the course of the program. EDD700 will culminate in a "three-article" professional practice dissertation.

### **EDM – Emergency Disaster Management**

#### EDM 465 Public Health and the Aftermath of a Disaster

Prevention and treatment of mental and physical injuries are some of many priorities to be addressed after a natural disaster or terrorist attack. This course will examine steps taken by the military, medical, and local communities. This will include (a) managing the logistics operations for major disasters by the military, (b) triaging victims by medical personnel, and (c) mental health interventions by community professionals. Areas of focus will include: (1) examining the role of hospitals in the community response to disasters, (2) improving cross-jurisdictional collaboration with law enforcement, and (3) securing logistical support from military, governmental, and organizational sources, and (4) examining ethical and social values in implementing medical and other measures. Scenario simulations will be employed to discover appropriate interventions after a disaster. This course is equivalent to EDM 504. *Prerequisite: Student must be accepted to the Bachelor's to Master's Dual Credit Program.*

#### EDM 501 Domestic Terrorism

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



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

#### EDM 502 Critical Infrastructure Vulnerability and Protection

This course will examine domestic critical infrastructures which include (a) Utilities, (b) Transportation, (c) Banking and Finance, (d) Communications, (e) Internet, and (f) Public Health. We will analyze threats to their integrity due to terrorist attacks, natural disasters, accidents, and examine steps to prevent and reduce vulnerabilities. The learner will become familiar with using the “Nodes and Links” schema in pinpointing areas of vulnerability. Scenarios will be employed to discover appropriate interventions during a crisis. The role of the military will be critically examined. *Prerequisite: MHE 503; MHE 509; MHE 511.* For MSEDH-HLS: *HLS 501*

#### EDM 504 Public Health and the Aftermath of a Disaster

Prevention and treatment of mental and physical injuries are some of many priorities to be addressed after a natural disaster or terrorist attack. This course will examine steps taken by the military, medical, and local communities. This will include (a) managing the logistics operations for major disasters by the military, (b) triaging victims by medical personnel, and (c) mental health interventions by community professionals. Areas of focus will include: (1) examining the role of hospitals in the community response to disasters, (2) improving cross-jurisdictional collaboration with law enforcement, and (3) securing logistical support from military, governmental, and organizational sources, and (4) examining ethical and social values in implementing medical and other measures. Scenario simulations will be employed to discover appropriate interventions after a disaster.

#### EDM 510 Dynamic Disaster Management Logistics

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

#### EDM 511 Emergency Transportation and Transshipment Logistics

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

#### EDM 512 Emergency Healthcare Logistics in Disasters

This course will examine the foundation and function of healthcare logistics in emergencies brought on by natural and manmade disasters. The student will: (a) become familiar with the various acts that form the procedural bases for action; (b) identify and note the military’s medical delivery systems and accompanying personnel in the field, as well as civilian-military coordination efforts; (c) track the process of stockpiling and procuring medical supplies; (d) locate dispensing sites; and, (e) determine



actions taken to address patient surges. Scenarios will be employed to determine appropriate courses of action during a simulated crisis. The role of the military and medical assistance will also be examined.

*Prerequisite: EDM 510*

### EDM 599 Capstone Project

This final course in the Master of Science in Emergency and Disaster Management program is the culminating learning experience for this degree. This independent project will reflect synthesis, integration and application of previously acquired knowledge from the core courses. This includes addressing key components of disaster planning management, and emergency operations.

## **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 English 101. Within a framework of diverse readings, students cultivate habits of effective and ethical research, practice conventions of documentation, and use information technologies, as they refine their academic writing skills.

### ENG 201 American Literature

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

### ENG 600 Graduate Writing Skills (0 Semester Hours, Pass/No Pass)

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 – Environment and Occupational Health**

### EOH 502 Fundamentals of Environmental and Occupational Health

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



hygiene with topics that include the principles of recognition, evaluation, and control of hazards in the workplace.

#### EOH 508 Environmental and Occupational Health Administration

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

#### EOH 510 Environmental and Occupational Health Regulations and Standards

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

#### EOH 521 Environmental and Occupational Health Problems

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

#### EOH 531 Environmental and Occupational Epidemiology

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

#### EOH 541 Occupational Ergonomics

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



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## ETH – Ethics

### ETH 301 Business Ethics

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

### 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 Bachelor's to Master's 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 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,



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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 302 Investment Analysis

Students will study investment principles and practices; emphasis is on the concerns of the individual and institutional investor. The course will cover the selection and management of securities, investment principles, trading methods, ethics, and evaluation. Additional topics include the range of investment types, sources of information available to ensure wise investing, and the interpretation of financial statements. Mastery of investment skills will be demonstrated by students through their completion of a Session Long Project. *Prerequisite: FIN 301*

#### FIN 397 Personal Finance (2 Semester Hours)

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

#### FIN 402 Money and Banking

This course is an overview of the money and banking system in the United States. Specific topics include the Federal Reserve System, banking regulations, inflation, and banking industry structure. Applications to managers and individual investors will also be covered.

#### FIN 403 International Finance

This course examines the principles of international finance and applies them to the multinational company. Topics include foreign exchange; analysis of risks and rewards, and problems unique to businesses involved in international operations; international sources of funds; ethics; and general international financial strategies. The material will also touch on the International Monetary Fund and the World Bank. Students will demonstrate their mastery of international finance through the completion of a Session Long Project.

#### FIN 405 Entrepreneurial Finance

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

#### FIN 490 Capstone in Finance

Using an imaginary large sum of money, students will develop a comprehensive strategic investment portfolio over the course of this class. Students will write a detailed final paper defending their investment decisions and allocations using their knowledge and understanding of the Capital Asset Pricing Model and risk analysis (from FIN 301), fundamental analysis (FIN 302), international capital markets (FIN 403), the effect of current economic conditions on financial markets (FIN 402), and other concepts learned in the finance concentration.





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### 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 502 International Finance

This course examines the principles of international finance and applies them to the multinational company. Topics include foreign exchange, analysis of risks and rewards, problems unique to businesses involved in international operations, international sources of funds, ethics, and general international financial strategies. The material will also touch on the International Monetary Fund and the World Bank. Students will demonstrate their mastery of international finance through the completion of a session long application project.

### FIN 503 Monetary Policy and Financial Institutions

This course is designed to help a manager understand monetary policy and the role of financial institutions in the American economy. Specific topics will include the Federal Reserve System, banking regulations, inflation, and banking industry structure. Applications to managers and individual investors will also be covered. *Prerequisite: ETH 501*

### FIN 504 Investments and Portfolio Management

Analysis and management of common stocks and fixed income securities; development of modern portfolio theory; organization of securities markets; analysis of investment in and financing of real estate assets. *Prerequisite: ETH 501*

### FIN 509 Entrepreneurial Finance

This course provides an introduction to and assessment of the current thinking in the areas of valuation, real options, and the economics of contracts to new venture decision making based on the four main areas of entrepreneurial finance: Investment Analysis, Financing the Entrepreneurial Firm, Harvesting, and Renewal in the Entrepreneurial Firm. Strategic thinking, the role of “angels,” incubators, venture capital, and financial contracts are discussed. Relevant real-world context is provided with opportunity to learn and apply spreadsheet and other modeling techniques. *Prerequisite: ETH 501*

### FIN 601 Studies in Corporate Finance

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



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dividend policy, capital structure policy, and corporate diversification. Students will prepare an empirical research study related to corporate finance theory.

## **GHS – Global Health Security**

### GHS 502 Fundamentals of Global Health

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

### GHS 508 Global Health Policy

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

### GHS 510 Global Health Security and Diplomacy

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

### GHS 512 Bioterrorism and Human Security

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

### GHS 521 Global Health Economics

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

### GHS 531 Global Sustainability

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



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## **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 BSHLS students as a general preparatory course and as an introduction to the field of homeland security by means of taking basic online self-paced "Independent Study" courses, offered by the Emergency Management Institute (EMI). The EMI courses' topics support the mission areas identified by the National Preparedness Goal, namely, Incident Management, Operational Planning, Disaster Logistics, Integrated Preparedness, etc.



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#### HLS 210 Fundamentals and Ethics of Homeland Security

This course will cover: (a) protection of national and international transportation systems (air, land, and sea), (b) critical infrastructure protection roles of states, cities, and municipalities, (c) functions, responsibilities, and ethics involved in the legislative and regulatory framework governing various agencies of the Department of Homeland Security, (d) various elements and roles of the U.S. intelligence community, and (e) response and recovery after attacks have taken place.

#### HLS 320 Homeland Security and Interagency Planning

This course examines how governmental agencies (at the federal, state, and local levels) and non-governmental organizations (NGOs) coordinate with the Department of Homeland Security (DHS) to prevent and respond to natural or man-made disasters and to help in recovery efforts in the states and/or U.S. territories. Students will gain a general understanding of legislative policies such as the National Response Framework (NRF) and National Incident Management System (NIMS); as well as current events and emerging threats affecting the homeland.

#### HLS 430 Preventing Homeland Infiltration: Air, Ground, and Maritime

In this course, students will explore national strategies that combat terrorist travel and establish maritime and aviation security, guiding efforts to create an effective layered protection system that prevents terrorists, their weapons, and related materials from entering the United States through exploitation of legitimate pathways. Students will improve their awareness and understanding of how adversaries are likely to operate in the United States. *Prerequisite: HLS 210; HLS 320.*

#### HLS 440 Potential Threats to Homeland Security

This course introduces the student to “unconventional attacks” and critical challenges facing homeland security. Students will study threats from an “all hazards” approach and from the perspective of which hazards might be expected to occur. Biological weapons, nuclear weapons, cyber-attacks, climate and environmental changes, and transnational crime have been identified as the threats that must be addressed by the 22 departments and agencies working in concert to prevent, protect from, respond to, and recover from an adversarial act against the United States. *Prerequisite: HLS 210; HLS 320; HLS 430.*

#### HLS 450 Catastrophic Events and Responses

The National Response Framework (NRF) describes a catastrophic incident as “any natural or manmade incident, including terrorism that results in extraordinary levels of mass casualties, damage, or disruption severely affecting the population, infrastructure, environment, economy, national morale, and/or government functions”. Students will study the “Whole Community” framework and learn how the Federal Emergency Management Agency (FEMA) and other non-governmental entities play, to ensure the successful preparation for, protection against, response to, recovery from, and mitigation of all hazards. Further topics include the roles and responsibilities of the federal government and its partners, focusing on national and regional planning efforts against chemical, biological, radiological, nuclear, and explosive (CBRNE) catastrophes. *Prerequisite: HLS 210; HLS 320; HLS 430.*

#### HLS 460 Intelligence and Law Enforcement

Intelligence gathering and law enforcement elements play a critical role as first responders. This course will analyze the fundamentals of how information is collected from all unclassified sources such as public

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media, digital electronic systems, individuals, and satellites, and how such information is analyzed into intelligence or counterintelligence data and proactively shared by the various intelligence agencies domestic and foreign, in order to respond to natural or man-made catastrophic emergencies/disasters in the United States. The course will provide disaster management crises scenarios and simulation exercises to demonstrate law enforcement jurisdiction and actions at the federal, state, and local levels. *Prerequisite: HLS 210; HLS 320; HLS 430.*

#### HLS 470 Cyber and Physical Security Vulnerabilities and Methodologies

Cyber technology, such as 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. *Prerequisite: HLS 210; HLS 320; HLS 430.*

#### HLS 471 Introduction to Cybersecurity

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

#### HLS 472 Cyber Threat Intelligence

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

#### HLS 473 Cyberterrorism and Cyber Warfare

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

#### HLS 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



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comprehensive view of recovery and continuity following major disasters or similar events that directly affect homeland security. *Prerequisite: HLS 210; HLS 320; HLS 430.*

#### HLS 499 Homeland Security Capstone Course

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

#### HLS 501 Introduction to Homeland Security

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

#### HLS 502 Intelligence Analysis and Homeland Security

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

#### HLS 503 Homeland Crisis Management

This course covers the essential framework for effective crisis management at the domestic level. Different theories and management models will be covered and examined in relation to homeland crises threats. Seamless interrelationships of local, state and the federal level management sectors are important in a homeland natural disaster or terrorist act. "Manager under Fire" Scenarios will be used to give the student an opportunity to differentiate among different models, and to apply the most effective style. *Prerequisite: HLS 501; HLS 502; MHE 509*

#### HLS 571 Introduction to Cybersecurity

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

#### HLS 572 Cyber Threat Intelligence

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

#### HLS 573 Cyberterrorism and Cyber Warfare

This course will examine terrorism acts and offensive/defensive actions involving foreign agents and the United States. Cyberterrorism is a general term open to interpretation. Therefore, the USA PATRIOT

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Act's (2001) definition will be used to lessen confusion. Our military's offensive and defensive cyberspace operations will be also explored. The United States in conjunction with its allies working towards the judicious use of cyber media will assure a continuing strategic advantage. Students will be given real life scenarios and asked to respond accordingly. *Prerequisite HLS 571.*

#### 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*



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### HRM 522 Employment and Labor Relations

In this course, students will enhance their knowledge and better their understanding of the employment relationship in both union and union-free environments. It will help them understand underlying human behavioral and situational factors in employer-employee relationships and the role of communications in that process. *Prerequisite: ETH 501; MGT 501; MGT 509; MGT 511; MGT 516*

### HRM 599 Integrative Capstone

This final course in the Master of Human Resource Management program is the culminating learning experience for the degree. The student will have the opportunity to synthesize and apply knowledge and skills acquired throughout this program. Under the professor's direction, the student will be designing and developing an integrative project covering the essential learning expectations of a mid-level, HRM professional. In this process attention will be given to the subject matter needed to successfully complete certification requirements in the field. *Prerequisite: HRM 590*

## **ITM – Information Technology Management**

### ITM 101 Technology, Innovation, and Critical Thinking for ITM

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

### ITM 201 Introduction to Computers

This course will provide hands-on experience to help the students gain necessary tools and skills in fundamental computer and internet applications. Specific activities will include operating systems, word-processing, electronic spreadsheets, and presentation packages. A major portion of the course will concentrate on Internet skills and issues including browsers, search engines, ISP, and servers.

### ITM 205 Object Oriented Programming

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

### ITM 206 Introduction to Business Process and ERP Systems

This course covers the primary business topics. 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.





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### ITM 301 Principles of Information Systems in Business and Organizations

This course introduces students to computer and information systems within the context of the business firm (although the principles are applicable to private, public, nonprofit or other types of organizations). Emphasis in the course is less on the technology as such, and more on the role of information systems in supporting management processes, decision making, operations, and other business functions. Topics to be developed include the nature of data and organizational information and the application of information to create organizational knowledge; information requirements and capabilities associated with different management functions and different users; organizational decision making and structure and the role of information in managerial processes; the technological environment supporting computer applications and networking; and the nature of software applications and their effects on individuals, workgroups, and organizations.

### 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 422 Administering IT Infrastructure

This course emphasizes the support, maintenance, and protection of information systems within the context of the firm. Topics include the structure of data communication networks; alternative system architectures and practices (including client-server arrangements and local area networks); installation, operation, and maintenance of databases and data sharing systems; the different tasks, demands, and occasional conflicts involved in the administration of networks; and the complexities of maintaining high security in networks that are both critical to mission performance and necessarily exposed to the increasingly insecure world of the Internet at large.

### ITM 423 Systems Acquisition, Systems Development, and Project Management

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

### ITM 426 Systems Analysis and Design I

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



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#### ITM 431 Introduction to IT Security

This course focuses on the need for security in information technology systems in the face of threats from both internal pressures and carelessness, and external attack. Topics include security review and scanning, firewalls, access control management, backup and redundancy, and end-user participation in and cooperation with security procedures. Issues such as disaster planning and recovery, authentication and encryption, Virtual Private Networks, and the special problems of securing e-business transactions are also touched on.

#### ITM 433 Human Computer Interaction

Most work activities involve some degree of communication and coordination with others, and with increasing globalization of business, these needs are becoming ever more imperative. However, the development of technology to support collaborative activities has proven to be a considerable challenge. Computer-Supported Cooperative Work has emerged as one of the critical 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 437 Information Security and Technology

This course introduces the technical aspects of information security. The topics introduced are assessment of security threats and risks, network security, access control fundamentals, cryptography, and computer forensics. *Prerequisite: ITM 431*

#### ITM 438 Information Security Management and Assurance

This course focuses on management aspects of IT security. The topics introduced are governmental regulations and laws on information security, privacy, cyber crime, identity theft prevention, risk



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management, business continuity and auditing, disaster recovery, and cyber terrorism. *Prerequisite:* ITM431

#### ITM 439 Ethical Hacking

This course focuses on the motivations, methods, and consequences of computer-system hacking. The topics covered include concepts and tools for penetration testing, techniques and technologies for detecting cyber attacks, identification of weaknesses in organizational information security, prevention of attacks, and countermeasures to mitigate attacks. **Prerequisites:** ITM 438 and CSC 340

#### ITM 441 Network Technology and Network Administration

This course introduces the basic concepts of computer networks. Networked computing has become by far the dominant model for information technology services in business, and understanding of the complex terminology and structure of networks is a part of every IT professional's essential skill set. Topics include basic network topologies; fundamental network building blocks; types of network architectures (LAN, WAN, etc.) and the concepts behind their operations; network equipment, including hubs, routers, switches, and NICs; routing and bridging techniques and network devices; and the role of network protocols' (particularly TCP/IP) sharing policies, migration, optimization, and architectural and administration issues. The intricacies of administering networks of varying sizes and complexities will be examined, and basic troubleshooting methods will be described in detail, along with planning, installing, and configuring network servers and clients in a server environment. Emphasis is placed throughout on the need for effective communication between IT professionals and end users of networked computer services, and on how network technology is changing—or sometimes not changing—traditional organizational practices.

#### ITM 446 Systems Analysis and Design II

This course builds upon Systems Analysis and Design I with emphasis on system design methodologies. The topics covered are systems design, the characteristics of general enterprise modeling, and methodologies for conceptualization and application to business processes. This includes examination of process, data, and object oriented design and tools. *Prerequisite:* CSC 424 or ITM 426

#### ITM 453 IT Project Management Integration

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

#### ITM 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

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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 Bachelor's to Master's 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 Bachelor's to Master's 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

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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 530 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.

#### ITM 533 IT Project, Logistics and Contract Management

This course discusses the theoretical and practical aspects of managing information systems projects, including the underlying considerations of economic analysis, organizational behavior, team dynamics, and legal and regulatory oversight (such as HIPAA and Sarbanes-Oxley). Using a life cycle management model, the course focuses on the grounding of IS projects in larger organizational strategies; creating project plans, budgets, and schedules and related monitoring activities; establishing a balance between socio-organizational needs and technical opportunities and limitations in an environment where both sets of elements are changing rapidly while the process is under way; the advantages and limitations of project management technologies; and changing economic considerations such as outsourcing, logistics management, and the political interactions that make managing IT projects particularly complicated.

#### ITM 535 Business Intelligence: Data Mining, Data Warehousing, and Data Analytics

This course covers principles and practices in gathering and synthesizing business intelligence, including competitive intelligence, environmental scanning, and issues management; information evaluation and synthesis; and the role of strategic information in modern organizations. The impacts of data warehousing, archives management, and data mining technologies and related search tools are considered. Data analytics from applied technologies such as Customer Relations Management (CRM) are also explored.

#### ITM 537 Principles of Information Security Auditing and Digital Forensics

This course presents the fundamental auditing concepts and standards related to information security within organizations in the global context. Students will discuss how to identify and mitigate information

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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 538 Knowledge Management and Information Services

Knowledge management principles such as the distinctions between data, information, and knowledge; the need for both tacit and explicit knowledge; and information ecologies are explored. Potential contributions of collaboration technologies, knowledge audits, and other sociotechnical interventions to the development of an information-rich and business-oriented organizational culture are further developed. Technical issues of knowledge acquisition, knowledge representation, and knowledge storage and retrieval are also explored.

#### ITM 540 Database and Knowledge-Base Management

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

#### ITM 546 Advanced Systems Analysis and Design

This course provides the student with methodology concepts, techniques, and tools for systems analysis and design modeling. The materials build upon the comparison of analysis and design techniques to identify business problems and system solutions. Structured and object-oriented methods are introduced for the decomposition of complex systems.

#### ITM 547 Techniques of Data Mining and Related Analytical Procedures

This course introduces students to the practical aspects of data mining, and the use of large-scale databases for development of corporate strategic information. Both primary and secondary uses of corporate data will be explored. Students will gain practice in the use of statistical techniques for data interpretation, structuring databases for effective analysis, and interpretation of results for the development of both practical recommendations and ideas for future research.

#### ITM 550 Network Planning and Administration

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

#### ITM 555 Systems Engineering

This course focuses on the principles of software engineering to address quality in software development. Logical design, modularization techniques, testing strategies, and quality assurance are emphasized through a combination of theory, enterprise systems, and application.



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#### ITM 560 IT Management for Specialized Technologies

Specialized IT applications provide both opportunities for the organization and challenges for the IT management to plan, deploy, manage, and assess system effectiveness. Often these applications are complex and demanding, both of resources and development technology. Many organizations are turning to IT to develop and deploy training systems or e-learning systems, human resource information systems, and customer relations management systems, all of which present some unique challenges to IT management. Although many other specialized technologies could be discussed, the e-learning, HR systems, and CRM systems will be emphasized to facilitate understanding of how to effectively manage diverse and critical technologies in organizations.

#### ITM 580 Strategic Planning for IT

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

#### ITM 590 Integrative Project (Capstone Course)

The capstone course is designed to further demonstrate the student's abilities to apply and synthesize the knowledge obtained in the MSITM program. Students will have the opportunity to address organizational challenges through case based analysis while cultivating a broad foundation to evaluate problems and solutions in their professional fields.

#### ITM 603 Foundations of Information Systems Research

This course will introduce students 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*



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## LEAD – Leadership

### LEAD 600 Introduction to Research in Leadership

This course introduces students to theoretical, philosophical, and conceptual foundations of leadership research. Emphasis will be given to the discussion of leadership styles and approaches of leadership related to the organizational behavior science.

### LEAD 601 Leadership Theory and Research

This advanced course introduces students to a variety of leadership theories and to the utilization of research to support these theories. Students will be asked to demonstrate critical thinking as they discuss various theoretical and methodological aspects. *Prerequisite: LEAD 600*

## LED – Leadership

### LED 401 Leadership Research Methods

This course aims to introduce students to a scientific approach to the study of leadership. Students acquire introductory skills in qualitative research and are able to critically evaluate qualitative studies in the literature. *Prerequisite: MGT 301; MGT 302*

### LED 402 Leadership Training and Development

This course provides an overview of the role of leadership training and development within an organization. Topics include how organizations train and develop their leaders, performance management as an evaluative and developmental tool, and the strategic development of leadership. *Prerequisite: MGT 301; MGT 302*

### LED 514 Mentoring and Developing Employees

Research shows that coaching is the most underutilized of the management styles required to be a successful leader. In this course, students will develop their coaching capacity as leaders 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*





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### 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 301; MGT 302*

### LOG 302 Operations Management Control

Operations management focuses on carefully managing the processes to produce and distribute products and services. This course is a survey of the decision processes in production and operations management and their relationship to other business functions. Topics include project and resource planning and scheduling, inventory management, materials requirement planning, quality and maintenance management, capacity planning, facilities layout, and process improvement. There is particular emphasis on the systematic use of information to maintain the efficient flow of materials, utilization of people and technology, coordination with suppliers, and communication with customers. *Prerequisite: MGT 301; MGT 302*

### LOG 401 Introduction to Global Logistics Management

Logistics is fundamentally that area charged with the management of time, distance and information for the company, whether it deals with goods or services. It is considered to be one of the principal activities necessary to meet the challenges of globalization and the interconnection of business activity. This course introduces you to the changing and increasingly important role of logistics in the global business arena. You will explore the areas of inventory planning and management, supply chain integration, transportation and distribution, and warehousing; logistics information systems

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architectures and implementation strategies; and logistics organization design alternatives. *Prerequisite: MGT 301; MGT 302*

#### LOG 490 Capstone Course in Logistics

This course integrates topics introduced in previous courses in the Logistics concentration and explores selected topics in greater detail. Topics to be addressed will include the impact of information technology on logistics management, methods of benchmarking performance of logistics systems components, Just In Time (JIT) and other inventory management systems, carrier selection criteria, and the interplay of logistics with marketing and production management.

#### 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*



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## 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 overarching 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 Bachelor's to Master's 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 Bachelor's to Master's 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 Bachelor's to Master's 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.



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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



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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



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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.



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### 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 child care facility. The Session Long Project will include: feasibility, statement of philosophy, goals, objectives, budgeting, policies and procedures manual, staff manual and evaluation plan, while using the governmental and state rules and regulations.

### MAE 539 Special Topics in Adult Education and Training

This course provides advanced study in special topics and explores different content areas tailored to the student of adult education and training. Students analyze various criteria for enhancing adult training programs that are responsive to the challenges in our world system. Through the case studies with in-depth critiques of selected situations, students develop insight into the range of methods and strategies employed to sustain programs applicable to 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.



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#### 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.





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#### 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.



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#### 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



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### MAT 201 Basic Statistics

This course covers the basic concepts and skills of statistical analysis needed in business administration. Specific topics include measures of central tendency, probability distributions, sampling theory, estimation, hypothesis testing, simple regression and correlation, analysis of variance, multiple regression, and introduction to non-parametric testing.

### MAT 202 Advanced Mathematics

This course on advanced mathematics has a heavy emphasis on calculus, which is widely used in the social and natural sciences for a wide variety of purposes. One of the main topics is the derivative, which is used for optimizing various problems including maximization of profits or increasing efficiency of various mechanical operations. Another topic is integration, which has numerous real world applications as well.

## **MGT – Management**

### MGT 280 Management Principles

The purpose of this course is to explore contemporary management theory. Students will acquire skills to further enhance managerial decision making. Business, government and nonprofit organizations are explored in the context of managerial decisions.

### MGT 281 Management and Organization

The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior. Students engage in analysis of leadership, teamwork, career development, and empowerment. Emphasis is on the business environment; interpersonal and intergroup processes and relationships in organizations.

### MGT 282 Human Resource Management Principles

This course addresses the managing of human resources. Issues of recruitment, compensation, training, performance appraisals, benefits administration, and workplace diversity will be explored.

### MGT 301 Principles of Management

The purpose of this course is to explore contemporary knowledge in management and to develop and to improve managerial skills. The course focuses on three broad tasks of management: managing strategy, managing structure, and managing people. Students will develop skills in strategic planning, operational design, and using change as a positive force. While students may choose not to enter the ranks of management, everyone is impacted by managerial decisions, whether at work, through government, or in social organizations. A better understanding of managerial tasks and processes can benefit all organizational participants, managerial and non-managerial alike. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project. *Prerequisite: ENG 101*

### MGT 302 Organizational Behavior and Teamwork

The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior introduced in earlier courses to enable the student to identify and resolve

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behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations. *Prerequisite: ENG 101*

#### MGT 401 Leadership and Change

The purpose of this course is to explore the role of leadership within an organization and its pivotal impact in facilitating and managing organizational change. Students will explore opportunities to apply this knowledge in the development of his/her potential for becoming an effective organizational leader within a global context. The course will include such topics as: basic leadership theory and models, globalization and strategic planning, leadership succession and human resources, leadership's role in organizational change and development, and the nature and role of internal and external stakeholders in relation to leading organizational change. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project, approved by the professor. *Prerequisite: MGT 301; MGT 302*

#### MGT 402 Customer Service Management

The purpose of this course is to introduce the student to the various components of internal and external customer service management. The course topics include: buyer behavior, customer relations, customer participation in the planning and building of the product, and outsourcing issues. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project. *Prerequisite: MGT 301; MGT 302*

#### MGT 403 Entrepreneurship

The purpose of this course is to learn the basic activities required to successfully start, manage and expand the entrepreneurial enterprise. Topics include generating entrepreneurial ideas, assessing the potential of new ventures, developing viable business plans, attracting capital, managing the enterprise, and taking the business public. Legal, regulatory, ethical and global issues associated with new ventures are also discussed. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project. *Prerequisite: MGT 301; MGT 302*

#### MGT 407 Principles of Human Resource Management

This course addresses the challenges of managing human resources in a way that helps to create a sustainable competitive advantage. Issues of recruitment, compensation, training, performance appraisals, benefits administration, and workplace diversity will be explored. Special attention will be paid to global human resource issues. *Prerequisite: MGT 301; MGT 302*

#### MGT 411 Advanced Topics in Human Resource Management

This course examines advanced topics in human resource management including: compensation (salaries, benefits, pay for performance, and bonuses), worker's compensation, risk management, and managing workplace safety and health. *Prerequisite: MGT 407*



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#### MGT 412 Human Resource Management and Law

The purpose of this course is to introduce the student to federal, state and local laws governing the relationship between employer and employee. The course will expose the student to the regulations governing employment practices including background checks, discrimination, employee records, retention, employee compensation and benefits, disciplinary action and termination. The student, through the completion of a session-long application project will demonstrate mastery of these skills.

*Prerequisite: MGT 407*

#### MGT 420 Power, Influence, and Persuasion

While all members of organizations use power and influence in varying degrees and ways, tacitly and explicitly, leaders routinely employ power to direct and influence the activities of others. This course will cover the sources and use of power, including the role of power in motivating others; the consequences of different types of power; and political processes, strategies and tactics – including persuasion. The goal of the course is to teach students how to effectively navigate the political environment of business organizations. *Prerequisite: MGT 301; MGT 302*

#### MGT 422 Decision Making for Leaders

This course will introduce you to the theory and practice of decision making in a leadership context. Specific topics covered will include the major types of decisions, rational and intuitive decision-making, decision-making biases, and group decision-making techniques. An emphasis will be placed on applying textbook theories to real world leadership situations

#### MGT 423 Organizational Development and Change

This course will introduce students to the theory and practice of how organizational leaders can implement interventions that lead to lasting organizational change and improve organizational performance. Specific topics will include diagnosis and evaluation of organizational processes, resistance to change, organizational culture, and implementation of organizational interventions.

*Prerequisites: All program core requirements and concentration required courses.*

#### MGT 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 Bachelor's to Master's 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

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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 Bachelor's to Master's 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 Bachelor's to Master's 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 work flows and productivity, international HRM, evaluation of HR systems, and the future of Human Resource Management. *Prerequisite: MGT 411; MGT 412*

#### MGT 499 Strategic Management

This course is an examination of the entire range of the strategic management concepts. It studies the full set of commitments, decisions, and actions required for a firm to achieve strategic competitiveness and achieve positive operational results. Mastery of strategic management skills will be demonstrated by the student through the completion of a session long application project.

#### MGT 501 Management and Organizational Behavior

The purpose of this course is to introduce the student to the study of individual and group behavior within organizational contexts. Emphasis is placed on differing perspectives from which such behavior can be viewed. The course will include such topics as: Job satisfaction, motivation, conflict management, leadership, organizational culture, organizational change, structure, and stress management. The student will also have the opportunity to explore and sharpen his/her own balance of managerial skills and abilities through a cumulative series of assessment exercises keyed to module topics and focus.

*Prerequisite: ETH 501; these courses may be taken concurrently*

#### MGT 503 Advanced Entrepreneurship

The purpose of this course is to study successful enterprises and model the skills required to run a successful business enterprise. Topics in this intensive interactive course include opportunity recognition, estimating market potential, developing financial, market, and management plans, raising capital, planning for sustainable profitability, positive cash flow and growth, ethical and global issues, and, the induction and integration of information technology into the firm. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project. *Prerequisite: ETH 501*

*ETH 501*



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### 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 515 Customer Relationship Management

The purpose of the course is to study how firms identify the service needs of consumers through research, customer participation in the planning and building of the product, the impact of environmental variables on the services offered, customer relationship management, buyer behavior, outsourcing issues, and the application of the principles of 6s to customer service including: returns, refunds, and adjustments, checkout time, delivery and store hours, employee attitudes, and measuring improvement in customer service. Students will review and develop plans for customer relationship management. Mastery of these skills will be demonstrated by the student through the completion of a session long application project.

### 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

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emphasis on managing in an inclusive environment, with both diversity and discrimination issues discussed. Union organizing and total rewards round out the course topics. Students will be asked to demonstrate and apply their understanding of these topic areas to practical issues related to effective HRM. *Prerequisite: ETH 501; MGT 501; MGT 509; MGT 511*

#### MGT 599 Strategic Management

This advanced course examines the formulation and implementation of organizational goals and objectives with regard to the firm's financial position, marketing capabilities, and human resources. Topics include company mission - vision, environmental scans, and competitive benchmarking. Mastery of strategic management skills will be demonstrated through the completion of a session long application project. *Prerequisite: ETH 501*

#### MGT 607 Strategic Management

This Ph.D. level seminar in strategic management focuses on an overview of the field. The basic literature and research is examined. This course focuses upon scholarly works as the basis of study, and as such, the student will also be required to conceptualize and write a scholarly research proposal in strategic management.

#### MGT 699 Special Topics in Management

This course will address research in various specialized areas of management, which may include ethics, social cognition, and conflict management and negotiation, as well as various other topics covered in the major academic management journals. This course is designed for an advanced student in management who plans on pursuing a management-related dissertation.

### **MHA – Health Administration**

#### MHA 506 Health Care Systems Organization

This course will acquaint the students with the various functional departments within a typical healthcare delivery facility. More specifically, students will develop an understanding of the roles and responsibilities of healthcare practitioners working within these departments; the contributions these departments make in the provision of healthcare; and how these departments interact with one another.

#### MHA 507 Health Care Delivery Systems

The goal of this class is to provide an overview of major issues related to the design, function, management, regulation, and evaluation of the US healthcare delivery system. The focus will be placed on managed care organizations, integrated delivery systems, accountable care organizations, and patient centered medical homes. The main learning objective of this course is to prepare students as managers, policy analysts, public health advocates, or researchers working with or within the health care delivery system.

#### MHA 599 Health Administration Capstone Course

MHA 599 is the capstone course of the Master of Science in Health Administration and, as such, is based on the required core courses of the degree program. The culminating experience entails synthesis and

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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 531 Aging and Health Education

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

### MHD 541 Mental Health and Society

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

### MHD 551 Teenage Pregnancy and Early Parenting

This course presents an introduction to psychosocial and cultural issues related to early pregnancy and parenting as prevention and support issues for teens seeking to delay sexual activity or prevent pregnancy. The student will gain an understanding of the psychological issues of modern adolescents in



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

#### 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 505 Issues of Terrorism

This course explores the issues of terrorism as they relate to the planners and administrators at the local level, state, and national level. This course will examine intentions and psychological profiles of terrorists, threat analysis, tactical/capability assessment, identification of likely targets, mitigation strategies, planning and policy issues, and technical aspects of chemical, biological, and nuclear weapons.

#### MHE 509 Emergency Planning and Methodology

This course focuses on developing the fundamental foundation on which emergency and disaster plans are based at the level of local, state and federal government. Applicability of these plans to businesses and organizations are also discussed. Fundamental and advanced operational principles, policies, and issues involved in emergency and disaster management will be discussed in-depth. The importance of leadership, political, interagency and multi-jurisdictional issues will be emphasized.

#### MHE 511 Emergency Operations

This course examines the planning and execution of emergency operations, which requires extensive interagency cooperation. The roles of fire, police, emergency medical services, 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.

### **MHI – Health Informatics**

#### MHI 500 Introduction to Health Informatics

This course provides a multi-disciplinary introduction to health informatics. The course explores the nature of informatics in health care delivery and focuses on the clinical applications of information technology including hardware, software, systems, and conceptual models of information. Different data types and data models are explored across various functional aspects of health care disciplines. Focus is given to comparing and contrasting the various data types and data models of different health care disciplines and examining ways they may be integrated.

#### MHI 502 Information Systems in the Delivery of Health Care

This course focuses on the design, implementation and components of Health Care Information Systems. The course covers the history of Health Care Information Systems and examines the changing uses and expectations of these systems at each level of development. The course explores new options in technology and design, which will enable clinically driven Information Systems of the future. The needs of multiple health care disciplines are explored to understand how they can share and communicate patient information using integrated information and technology systems. *Prerequisite: MHI 500*

#### MHI 504 Systems Analysis for Health Informatics

The purpose of this course is to assist the student in understanding the components, process and tools used in understanding the necessary components of a health information system. The course will focus on the variety of approaches and tools available for systems analysis. Students will have experience with modeling tools and rapid prototyping tools. *Prerequisite: MHI 500*

#### MHI 508 Health Information Systems Security

This course will address security issues as they impact health information systems. Physical security of the hardware and software including redundancy, back up and restricted access will be discussed. Security and appropriateness of access will be addressed in terms of both hardware and software solutions. Data integrity, auditability and system integrity will be considered along with the unique problems, which result from network access. Solutions to these concerns will be discussed in terms of industry standards which already exist and are still evolving.



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## MHM – Healthcare Management

### MHM 465 Introduction to Quality Assurance

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

### MHM 502 Health Care Finance

This course focuses on the financing and reimbursement functions associated with health care in the United States. Health care finance refers to a system which collects funds from different sources, pools health and financial risks, allocates resources, and purchases goods and services. This course will follow the fund flow through three major health care financing mechanisms in the US health care system including Medicare, Medicaid, and private health insurance. Attention is paid to how funds are organized and what payment strategies are adopted. This course will prepare students with contemporary knowledge and analytical tools in health care finance that will enhance their capabilities and skills in health administration. *Prerequisite: MHA 506; MHA 507*

### MHM 505 Introduction to Quality Assurance

This course provides a survey of Utilization Review, Utilization Management, Case Management, Total Quality Management and Risk Management. The student will explore the various elements and activities that healthcare organizations engage in to assess and ensure quality. The course will also explore the various aspects of the meaning of quality in healthcare as a basis for developing a commitment to improving quality.

### MHM 507 Quality Assurance in Hospitals / Healthcare Organizations

This course will focus on Joint Commission Standards as applied to hospitals and 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



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databases and the use of computers in health care management and decision-making. *Prerequisite:* MHA 506; MHA 507

#### MHM 522 Legal Aspects of Health Administration

The purpose of this course is to introduce the legal issues likely to be of importance to students that are pursuing careers in health administration and management. The course will focus on the legal rights and obligations of patients and providers in the individual health care delivery system covering a wide range of legal and regulatory issues, including mandatory reporting requirements, institutional liability, risk management, managed care, and antitrust laws. Students are introduced to basic legal principles and policymaking and regulatory environments affecting how legal rules and doctrine are formulated and how health care institutions are operated. This course is designed to provide students with the practical knowledge to identify legal issues and to understand the legal ramifications of strategic decisions.

#### MHM 525 Marketing in Health Care

This course provides an overview of the foundations of marketing as they pertain to health care organizations. Marketing topics of discussion will include: Market Segmentation and Targeting; Service / Product line; and the Marketing Mix. Students will assess the marketing aspects of a healthcare organization of their choice, in a session long project paper.

### **MHS – Health Sciences**

#### MHS 465 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. This course is equivalent to MHS 504. *Prerequisite:* Student must be accepted to the Bachelor's to Master's Dual Credit Program.

#### MHS 502 Cultural Diversity in Health Sciences

This course is designed to provide the learner with a strong foundation for recognizing the role of culture in health science practice, policy, and education. Students examine barriers to communication, the importance of considering culture in all interactions, internal and external models of cultural competence, context for approaching cultural competency.

Student will utilize learned information to prepare methods to effectively recognize, interpret, and interact with individuals from various cultural backgrounds.

#### MHS 504 Scholarly Writing in the Health Sciences

This course orients students to the scholarly writing style. Instruction will be provided in the genres and mechanics of academic writing at the graduate level. Specific elements to be emphasized are the abstract, the critique, and the literature review. Through readings, discussions, and peer review, students will develop writing skills critical to their academic success.



### MHS 506 Biostatistics

This course provides an introduction to statistical methods used in the health sciences. Principles of statistical reasoning and theory will be introduced and applied. Topics to be addressed include but are not limited to descriptive statistics, graphical displays of data, probability, confidence intervals and odds ratios, tests for mean differences, chi-square tests for independence of means, analysis of variance, and regression analysis. *Prerequisite: BHS 220 or equivalent; RES 500*

### MHS 599 MSHS Integrative Project

This is a culminating course for the required program and concentration courses completed toward the MSHS degree. In this course, the student will develop and present either a scholarly research paper or a competitive grant proposal using knowledge and skills acquired from their core coursework.

## **MIC – Microbiology**

### MIC 100 Microbiology

This course covers in-depth the morphology, structure, and function of typical bacteria, viruses, and fungi. The classification of microorganisms and their characteristics and measurement of microbial growth 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 512 Demography and Health

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



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### 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 410 International Marketing

This course will introduce students to global issues involved in marketing with an overview of the many political, legal, and cultural issues involved in a global marketing strategy. Specific topics covered in this class include cross-cultural advertising and promotion, global distribution strategies, foreign market selection and entry, and international standardization/adaptation of products in a global market. *Prerequisite: MKT 301*

### MKT 501 Strategic Marketing

This course introduces MBA students to Strategic Marketing. Here you will learn the marketing fundamentals of how to analyze markets and develop marketing strategies. The aim of the course is to provide future general managers and entrepreneurs with insight into marketing management, the kinds



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of issues marketing managers deal with and the analytical frameworks which can be used to make sense of and develop solutions for those issues. *Prerequisite: ETH 501*

#### MKT 502 International Marketing

The purpose of this course is to identify international marketing opportunities and challenges. Topics include cultural, political, legal, financial and economic issues, competitive analysis, develop international marketing plans, raising capital, import and export strategies, e-commerce and international marketing, and ethical issues in international marketing. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project. *Prerequisite: ETH 501*

#### MKT 510 Marketing Services

This course introduces students to marketing strategies for services in both profit and nonprofit organizations. Topics include the unique characteristics of services marketing, the role of customer experience in co-creating the service experience, the interplay of marketing and HR functions, management of complaints and guarantees, services marketing in global environments, and the use of marketing techniques to achieve service breakthroughs. *Prerequisite: ETH 501*

#### MKT 601 Marketing Management Strategy

Study of research issues associated with marketing management decisions. Recent research in the areas of strategic marketing, marketing segmentation, new product development and introduction, pricing strategies, channel policy, promotion decisions, and sales force management decisions are examined, critically. The course includes both quantitative and behavioral approaches to studying these issues.

#### MKT 604 Buyer Decision Making and Behavior

This course will provide a comprehensive overview of the foundational principles and prevalent practices of buyer behavior and decision making including both consumer and industrial categories. Following the theme that the interaction of what a firm offers and how it is offered—coupled with what a buyer wants and needs—leads to satisfaction, that satisfaction leads to loyalty, and that loyalty leads to profitability, academic articles in the *Journal of Consumer Research*, the *Journal of Consumer Marketing*, the *Journal of Business and Industrial Marketing*, and others are used as a basis for study and application. This course is designed for an advanced student in marketing who plans on pursuing a marketing-related dissertation.

## **MPH – Public Health**

#### MPH 502 Introduction to Public Health

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





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### MPH 503 Infertility and Public Health

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

### MPH 504 Epidemiology

This course explores the basic principles of epidemiology and epidemiologic methods commonly used in Public Health Settings. Upon completion of this course, students will be able to design and implement epidemiological analysis in a variety of research and administrative situations.

### MPH 522 Public Health Law and Policy

The purpose of this course is to explore the legal and ethical aspects of public health, public health policy, as well as the economic implications of public health laws and policies.

## **NCM – Conflict Resolution Management**

### NCM 465 Foundations of Conflict Resolution Management

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

*Prerequisite: Student must be accepted to the Bachelor's to Master's Dual Credit Program.*

### NCM 501 Foundations of Conflict Resolution Management

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

### NCM 511 Mediation and Arbitration

This course will examine the foundations of mediation and arbitration in the context of growing reliance of disputing parties on alternative dispute resolution methods. In discussing mediation, topics will include mediation and mediator's standards, pre-mediation, the mediation process, dealing with impasse, components of settlement, and attributes of the mediator. In discussing arbitration, topics will include benefits of arbitration, disadvantages of arbitration, the difference between arbitration and



litigation, the arbitration process, selection of arbitrator, preparation for the hearing, and the presentation of the case. *Prerequisite: NCM 501*

#### NCM 512 Negotiation Strategies

This course is intended for students wishing to enhance their knowledge and better their understanding of the negotiation process. It will help them understand the underlying human behavioral and substantial factors that separate two conflicting sides, and how negotiation is an attempt to bridge these differences to reach an agreed solution. *Prerequisite: NCM 501*

### **OPM – Operations Management**

#### OPM 300 Introduction to Operations Management

The purpose of this course is to identify issues related to the creation of an organization's goods and services. Students will study issues such as productivity, quality management, comparing service and manufacturing operations, just-in-time systems, capacity planning, scheduling, and inventory management and control and their relationship to other business functions like marketing, human resource management, accounting, and finance. *Prerequisite: MAT 201*

#### OPM 500 Operations Management for Managers

Students in this course will learn operations and production management tools for manufacturing and service organizations. Topics covered include quality management and continuous improvement, productivity, capacity planning, acceptance sampling, forecasting, and materials requirements planning and their relationship to other business functions like marketing, human resource management, accounting, and finance. *Prerequisite: ETH 501*

### **ORG – Organizational Studies**

#### ORG 601 Organizational Studies I

Theory is central to doctoral research in business administration, and distinguishes it from research conducted at the master's and business practice levels. In this course, the module topics are interrelated and build upon each other, with a prime emphasis on developing capacity to discern and develop elements related to theoretically based research models: research questions, hypotheses, variables, and the relationships among them as depicted in path diagrams. Students will also learn to discern the relationship between business practice and academic, theory-based research, to describe and assess the nature and use of theory in an academic article, and how to effectively search for, find, and read doctoral level theoretical and empirical literature. Course readings are drawn from the diversity of disciplines related to the field of management/organizations/business administration.

#### ORG 602 Organizational Studies II

This course builds upon and conceptually deepens the foundations established in ORG 601 by exposing students to complex issues related to philosophy of science and how they relate to development, use, and assessment of theory and theoretical and research models. Students will learn to generate and



justify novel research questions and hypotheses using heuristics and existing theory (Module 1), to conceptually distinguish mediation from moderation (Module 2) so that they can effectively incorporate mediating and moderating variables into hypotheses and theoretical models (Module 2), and to identify and assess the process of operationalization in academic research articles (Module 3). These foundational skills will then enable students to be able to diagnose mismatches between a graphic model and the hypothesized relationships that it is supposed to represent (Module 3). Finally, students are introduced to issues of epistemology and ontology in the context of an academic article (Module 4) so that they can better argue for and support the choice of a theory in terms of best fit and potential explanatory power (Module 4) and assess issues related to theory development and theory–method fit in an academic paper (Module 5). Course readings are drawn from the diversity of disciplines related to the field of management/organizations/business administration. *Prerequisite: ORG 601*

#### ORG 605 Organizational Change

The purpose of this course is to introduce the student to the scholarly work in the area of organizational change. Students will learn research methods unique to the study of processes of change, review key theoretical frameworks describing the elements of change, and develop a research proposal to examine change in a context of the student’s choosing. The course will stress the development of critical and analytical skills through review of the academic literature.

### **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.



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## **POL – Political Science**

### POL 201 Global Politics in the Modern World

This course will provide students with an overview of modern global politics. From the beginnings of the industrial revolution to the end of the cold war and the new millennium, the development of modern political systems and their inter-relation on the global scene will be explored. Close attention will be paid to the nature of the different types of governments that have evolved in Europe, North America, Africa and Asia, and how they relate to the evolution of the larger economic systems.

### POL 202 American Government

The course focuses on the structure and functioning of the American political system. The roots of the U.S. Constitution are explored, and other topics include the Articles of Confederation and the ratification debate. The decision-making process of the three separate branches of government and their roles are examined. The course concludes with a discussion of political parties and interest groups.

## **PRM – Project Management**

### PRM 301 Introduction to Project Management

This course introduces the concepts, skills, tools, and techniques involved in managing projects in organizations. Topics include organization; project life cycles; and planning, executing, budgeting, scheduling, controlling, reporting, and closing. Issues of project integration; tradeoffs among scope, time, cost, and quality; risk management; alternatives in system resource allocation; and roles and responsibilities of technical staff, business managers, and project users are also addressed. *Prerequisite: MGT 302*

### PRM 490 Project Management Integration

Focus is on the integration and application of underlying project management concepts, techniques, and strategies to project management problems including those found in business and other organizations. *Prerequisite: PRM 301; ACC 310; CMG 302.*

### PRM 501 Foundations of Project Management

This course focuses on providing the “big picture” of project planning and management. Special emphasis is on action plans, PERT and Gantt charts and management processes/activities around resource acquisition and procurement such as contract negotiation and contract management. *Prerequisite: ETH 501*

## **PSY – Psychology**

### PSY 101 Introduction to Psychology

This class will provide a basic introduction to the history and practice of psychology - the study of human behavior. We will examine the history of psychological theory from Freud to the present day. Some emphasis will be placed on the biological elements of psychology such as sensation, perception, learning, and memory. However, the majority of course time will be spent on social psychology and



understanding the needs and challenges of the individual in society. Human relationships and interpersonal qualities such as marriage and intimacy, attitudes, aggression, group psychology, and self-perception will be explored.

## RES – Research Methods

### RES 500 Research Methods for the Health Sciences

Presents major steps in the research process, including formulating research questions and hypotheses, undertaking literature searches and reviews, selecting appropriate study designs, operationalizing study variables, devising study sampling and recruitment plans, and interpreting study results. Bivariate data analysis methods are also considered.

### RES 600 Introductory Data Analysis

This course introduces doctoral students to the analysis of the behavioral research data that will underlie much of the content in the program, as well their own research efforts culminating in the dissertation. Starting with the basic definitions of data and data distributions and the concept of variance in interval and ordinal variables and leading through concepts of randomness and probability of behavioral phenomena, students gain practice in defining well-formed research questions and hypotheses, assessing relationships between two variables including regression and correlation and contingency tables. The course concludes with a basic introduction to research design, emphasizing strong and weak inferences of causality and the distinction between experimental methods, quasi-experimentation, and non-experimental research. Students will be introduced to SPSS throughout this course.

### RES 601 Research Design and Fieldwork

Continuing the themes of RES600, this course begins with a detailed introduction to regression models and their uses and misuses in the behavioral sciences. The second module deals with operational definition of variables, construction of measures and scales, and reliability and validity issues; the third with sampling procedures and alternatives; required sample sizes for different kinds of analysis; and statistical power, including interactions of power, sample size, and effect size. Module 4 introduces the General Linear Model and the essential equivalence of most variance-based statistical methods. The course concludes with a further treatment of regression modeling, including the estimation of direct and indirect effects and ways of estimating both mediating and moderating effects in testing of complex models. Students will continue to use SPSS throughout this course. *Prerequisite: RES 600*

### RES 603 Advanced Data Management and Analysis

This course is an in depth study of research logistics and research designs (including experiments, quasi-experiments, observational and archival studies, and secondary analysis), survey layout and design (including creating and using multi-item scales), exploratory and confirmatory factor analysis, and the general linear model (including ANOVA, MANOVA, and ANCOVA) *Prerequisite: RES 601*



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### 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



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course a realistic application of the statistical techniques with the Statistical Package for the Social Sciences (SPSS) software. *Prerequisite: RMS 600*

#### RMS 610 Qualitative Research

Compares and contrasts qualitative research methods and modes of qualitative analysis. Examines issues in establishing plausibility, credibility, and adequacy. Course requirements include data-gathering techniques, data recording, and data analysis. *Prerequisite: RMS 600.*

#### RMS 618 Quantitative Research and Advanced Statistics II

This course is designed to give students the necessary skills to analyze research projects. Together with the previous course (RMS608), the focus of this course is on inferential statistical procedures—with an emphasis on 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*

#### RMS620 - 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.

### **SAF – Safety**

#### SAF 301 Life Safety and Hazard Control

This course provides the student with the knowledge to address issues of code compliance relating to OSHA and NFPA standards. It will enable students to interpret different types of symbols and abbreviations found on construction drawings, schematics and wiring diagrams. Students will be able to analyze issues associated with worksite accidents.

#### SAF 302 Safety and Occupational Health Management

This course enables students to use quantitative methods and tools to analyze the effectiveness of safety programs and communicate these findings to appropriate constituencies. It will enable the student to implement critical occupational health and safety management system guidelines and processes to establish effective and efficient programs. Students will be able to develop plans for minimizing the potential for worksite accidents.

#### SAF 401 Risk Management

Students will consider the application to risk management to the organization and after work activities in order to prevent loss from both work and leisure activities. This course will give students the tools



they need to assist supervisors in identifying organizational risks in order to optimize effective management of these risks.

#### SAF 490 Safety Management Concentration Capstone Course

This capstone course in safety management emphasizes minimizing risks to personnel within an organization. It is a culmination of the three safety management concentration courses. Topics covered include code compliance, safety management plans, risk prevention plans, and quantitative analysis for risk management.

### **SOC – Sociology**

#### SOC 201 Introduction to Sociology

This course will introduce students to the theoretical foundations of modern sociology. We will explore the concept of "culture," the nature of socialization, the foundations of social order, control, power, race and ethnicity, religion, education, and the nature of social change. Focusing on the community, institutions, and the social whole, students will be challenged to think through the relationship of the individual to his or her greater social surroundings.

### **STS – Statistics**

#### STS 401 Business Statistics

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

### **SVC – Speech and Verbal Communication**

#### SVC 101 Introduction to Speech and Verbal Communications

This in an introductory course that 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.





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## **TUX – Trident University Experience**

### TUX 101 Trident University Experience

The purpose of this course is to assist busy adult students who have limited experience in higher education by providing them with the tools necessary to be successful in achieving their bachelor's degree in an online educational environment. Various subject areas will be covered to help students understand the benefits of a higher education, the learning process, goal setting, study and research techniques, along with fundamentals of writing an academic paper. How the bachelor's degree fits in with their career expectations and life goals will also be discussed.

### TUX 301 Trident University Experience for Students in Transition

The purpose of this course is to assist transfer students in making a smooth transition to Trident University International. Various subject areas will be covered to help students take full advantage of Trident's information technology and academic resources. Students will complete self-assessments and engage in academic planning, learn about leadership and the importance of understanding diverse perspectives, enhance critical thinking skills, improve research and information literacy skills, and engage in advanced career exploration.



## Teach-Out – Programs, Certificates, and Courses

### Teach-Out Programs and Certificates

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

#### Glenn R. Jones College of Business

Degree Programs	Concentrations
Bachelor of Science In Business Administration (BSBA)	<ul style="list-style-type: none"> <li>• Governmental Accounting</li> <li>• Management Accounting</li> <li>• Marketing</li> <li>• Hospitality Management</li> <li>• Total Quality Management</li> </ul>
Master of Business Administration (MBA)	<ul style="list-style-type: none"> <li>• Business Research</li> <li>• Criminal Justice Administration</li> <li>• Government Accounting</li> <li>• Public Management</li> <li>• Quality Management</li> </ul>
Master of Science in Health Sciences (MSHS)/Master of Business Administration(MBA)	

#### College of Education

Degree Programs	Concentrations
Master of Arts in Education (MAED)	<ul style="list-style-type: none"> <li>• Adult Education</li> <li>• Children’s Literacy Development</li> <li>• E-Learning</li> <li>• Higher Education</li> <li>• Safety Management Training</li> <li>• Teaching and Instruction</li> <li>• Training and Development</li> </ul>



## College of Health and Human Services

Degree Programs	Concentrations
Bachelor of Science in Health Sciences (BSHS)	<ul style="list-style-type: none"> <li>• Environmental Health Science</li> <li>• Expert Legal Nurse Consultant</li> <li>• Health Educator</li> <li>• Health Educator – Certificate in Family Health</li> <li>• Health Educator – Certificate in Nutrition</li> <li>• Health Educator – Chemical Dependency</li> <li>• Health Educator – Family Health</li> <li>• Health Educator – Nutrition</li> <li>• Health Educator – School Health</li> <li>• PDC Physician Assistant</li> <li>• PDC Radiology Technician</li> <li>• PDC Laboratory Technician</li> <li>• PDC Respiratory Therapy</li> <li>• Public Health – Certificate in Emergency and Disaster Management</li> <li>• Public Health – Emergency and Disaster Mangement</li> </ul>
Degree Programs	Concentrations
Master of Science In Emergency and Disaster Management (MSEDM)	<ul style="list-style-type: none"> <li>• Homeland Security</li> </ul>
Master of Science in Health Sciences (MSHS)	<ul style="list-style-type: none"> <li>• Clinical Research Administration</li> <li>• Dual Degree – Health Care Management / MBA</li> <li>• Emergency and Disaster Management</li> <li>• Global Health Studies</li> <li>• Health Care Management</li> <li>• Health Care Management – Health Informatics</li> <li>• International Health</li> </ul>
Master of Science in Health Sciences (MSHS)/Master of Business Administration(MBA)	
Doctor of Philosophy in Health Sciences (Ph.D. HS)	<ul style="list-style-type: none"> <li>• Health Care Administration</li> <li>• Global Health, Educator/Researcher</li> <li>• Global Health, Practitioner/Researcher</li> <li>• International Health, Educator/Researcher</li> <li>• International Health, Practitioner/Researcher</li> </ul>

## College of Information Systems

Degree Programs	Concentrations
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<b>Degree Programs</b>	<b>Concentrations</b>
Bachelor of Science in Computer Science (BSCS)	<ul style="list-style-type: none"> <li>• Database</li> <li>• Network Administration</li> <li>• Web Programming</li> <li>• Web Services</li> </ul>
Master of Science in Information Technology Management (MSITM)	<ul style="list-style-type: none"> <li>• IT Business Intelligence</li> </ul>

### **Certificate and Other Programs**

Graduate Certificates	<ul style="list-style-type: none"> <li>• Six Sigma Black Belt (MBA)</li> </ul>
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### **Teach-Out Courses**

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

#### BUS 499 BSBA Integrative Project

Under the direction of their Professor, students in this class will design, develop, and complete a comprehensive project which integrates their studies in the BSBA curriculum. The purpose of this project will be to demonstrate the student's ability to evaluate, assess, and synthesize the undergraduate-level learning obtained in the Bachelor of Business Administration degree program. This course is open only to students in that program and must be taken during the student's final session in the program.

#### BUS 599 MBA Integrative Project

This capstone course for the MBA program integrates the essential learning from the core disciplines in the degree. Students will complete a full organizational diagnosis from systems theory perspective. The course also includes a business simulation to analyze company performance and develop a strategy to improve profitability. *Prerequisite: ETH 501*

#### ITM 501 Management Information Systems and Business Strategy

This course provides an introduction to Management Information Systems. Topics covered include knowledge management, data and information, information architecture and web design, computer hardware and software, computer networks and the Internet, the role of the CIO and the IT department and their relation to end-users and management, IT strategy and IS procurement and selection, systems development and IT project management.



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#### QMT 501 Introduction to Quality Management and Six Sigma

This course introduces the student to the cost of quality and relates it in a deeper way to Six Sigma, total quality and Lean. Students review three key quality tools and their practical application. Students will be able to analyze quality processes and apply the DMAIC process and quality tools. *Prerequisite: ETH 501*

#### QMT 503 Statistical Methods for Six Sigma and Quality

This advanced course covers key statistical aspects of quality including various probability distributions and their use in quality analysis. Advanced coverage of process capability and six sigma is covered as well as computer statistical analysis and advanced control charting techniques. *Prerequisite: ETH 501*

#### QMT 509 Advanced Design and Analysis Methods for Quality Assessment

In this course students will learn advanced statistical techniques of ANOVA, linear regression, correlation, and design of experiments, in particular how they relate to quality problem solving. *Prerequisite: ETH 501*

#### QMT 599 Integrative Six-Sigma Black Belt Quality Management Project

This capstone course utilizes the DMAIC (Define, Measure, Analyze, Improve, and Control) process which students use to analyze and complete a successful integrative Black Belt project under the guidance of your professor. *Prerequisite: ETH 501*



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2017  2018

Academic Programs  
**2017 - 2018 TRIDENT UNIVERSITY CATALOG**



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

This Academic Programs Catalog is effective October Fastrac 2017 and Fall 2017 sessions covering 10/01/2017 to 09/30/2018, replaces and supersedes the 2016–2017 Policy Handbook and its Addenda.





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## 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, Health and Wellness, 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 seven competency areas listed below and complete a minimum of 44 semester hours.

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





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

**English Composition (8 Semester Hours)**

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

**Health and Wellness (4 Semester Hours)**

CHS 202	Health and Society	4
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**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



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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.		4

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

Select one course from the following options:

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

Select one course from the following options:

BHA 310	Introduction to Legal and Ethical Aspects of Healthcare	4
BHE 200	Essentials of Public Health**	4
BUS 205	Business Law**	4
BUS 305	Competitive Analysis and Business Cycles*	4
ECO 201	Microeconomics*	4
ECO 202	Macroeconomics*	4
HLS 460	Intelligence and Law Enforcement*	4
ITM 433	Human Computer Interaction*	4
POL 201	Global Politics in the Modern World	4
POL 202	American Government	4
PSY 101	Introduction to Psychology	4
SOC 201	Introduction to Sociology	4

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

Select one course from the following options:

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

### **General Education Special Instructions**

- TUX is an undergraduate requirement for ALL students.
- TUX also satisfies one course from Social and Behavioral Sciences
- TUX 101 is a required course for students transferring with fewer than 60 semester hours.
- TUX 301 is a required course for new students transferring in 60 semester hours or more.



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

## **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 through 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.

Humanities and Fine Arts	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

Program Core Special Instructions

\*PRS 299 may not be taken until all other core courses have been successfully completed.

\*\*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 15 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.



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## 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 36 upper division semester hours

#### **General Education Requirement**

A minimum of 44 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.



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### **Lower Division Program Requirements (12 Semester Hours)**

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

### **Program Core Courses (52 Semester Hours)**

ACC 201	Financial Accounting	4
ACC 202	Managerial Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 401	International Business	4
ETH 301	Business Ethics	4
FIN 301	Principles of Finance	4
ITM 301	Principles of Information Systems in Business and Organizations	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
*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)**

Students must complete all requirements in one of the following concentrations in Contract Management, Criminal Justice Administration, Entrepreneurship, Finance, General Business, General Management, Human Resource Management, Information Technology Management, International Business, Leadership, Logistics, Management/Leadership, or Project Management:

#### **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 <u>or</u> non-equivalent business elective	4
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#### Concentration Special Instructions

CMG 490	Capstone Contract Management may not be taken until all other concentration courses have been successfully completed
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### **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 <u>or</u> 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.





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## 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



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### 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

## **Bachelor of Science in Business Administration with a concentration in Safety Management**

### **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 36 upper division semester hours



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### **General Education Requirement**

A minimum of 44 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
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### **Program Core Courses (52 Semester Hours)**

ACC 403	Principles of Accounting	4
BUS 205	Business Law	4
BUS 303	Business Communication	4
BUS 305	Competitive Analysis and Bus. Cycles	4
BUS 401	International Business	4
ETH 301	Business Ethics	4
FIN 301	Principles of Finance	4
ITM 301	Principles of Information Systems in Business and Organizations	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
*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 36 upper division semester hours

### **General Education Requirement**

A minimum of 44 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 201	Microeconomics	4
ECO 202	Macroeconomics	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 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MKT 301	Principles of Marketing	4
MGT 407	Principles of Human Resource Management	4
MGT 411	Advanced Topics in Human Resource Management	4
MGT 412	Human Resource Management and Law	4
*MGT 491*	Capstone in Human Resource Management	4

### **Program Core Special Instructions**

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

### **Program Elective Courses (16 Semester Hours)**

Select four 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



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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 is designed to meet the needs of Trident University International (Trident) students whose educational and professional goals include acquiring the knowledge and skills needed for leadership careers within a variety of organizations.

### **Degree Semester Hour Requirement**

A minimum of 120 semester hours

### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

### **General Education Requirement**

A minimum of 44 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 301	Principles of Management	4

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

MKT 301	Principles of Marketing	4
ITM 301	Principles of Information Systems in Business and Organizations	4

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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.

## **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



## 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
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#### 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. CAP599, the Integrated Capstone course, must be the last course taken after the required courses in both the MSHA and the MBA program have been taken.
- Students withdrawing from the dual degree program before completing both degrees will only receive credit toward graduation for such courses that qualify toward a single degree program. In this situation students will take the capstone course for the single degree program they wish to complete (MHA599 for the MSHA or MGT599 for the MBA). The CAP599 integrated capstone is only applicable for the Dual Degree.
- The MBA and MSHA degrees will be awarded upon successful completion of the requirements of the entire dual degree program.

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

64 Semester Hours



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### **MSHA Program Learning Outcomes**

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

### **MBA Program Learning Outcomes**

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

### **Program Core Courses (64 Semester Hours)**

#### MBA courses

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



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#### MSHA courses

MHA 506	Health Care Systems Organization	4
MHA 507	Health Care Delivery Systems	4
MHM 502	Health Care Finance	4
MHM 505	Introduction to Quality Assurance	4
MHM 514	Health Information Systems	4
MHM 522	Legal Aspects of Health Administration	4
MHM 525	Marketing in Health Care	4
*CAP 599*	Capstone Course in Health Administration and Business Administration	4

#### Program Core Special Instructions

- \*CAP 599\* Capstone Course in Health Administration and Business Administration must be taken in final session.

## **Master of Science in Human Resource Management**

Human Resource professionals play an essential role in 21st century organizations, where success is increasingly determined by the organization's ability to attract, retain, develop and reward top talent. Human Resource professionals are valuable assets, expected to contribute to both the strategic direction and operational vision of the organization.

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

### **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	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**

*This program has a tentative launch date of Winter 2018*

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.



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### **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



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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

\*At the Discretion of the Program Director, these courses may not be required for students with a Masters of Business Administration.

**Additional Doctoral Courses (not required):**

DBA 680	Independent Study	1-4
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### **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



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## 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.
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- 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:

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- 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



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## 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 36 upper division semester hours

#### **General Education Requirement**

A minimum of 44 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.



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## **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.



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### **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



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### **Degree Semester Hour Requirement**

A minimum of 120 semester hours

### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

### **General Education Requirement**

A minimum of 44 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



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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
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## **Master of Science in Information Technology Management**

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

**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.



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### **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)**

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

#### **Program Elective Courses**

Select three courses from the following options:

ITM 527	IT Security and Disaster Recovery Management	4
ITM 530	Managing IT Systems Dev in Context of Multiple Stakeholders' Expectations	4
ITM 533	IT Project, Logistics and Contract Management	4
ITM 535	Business Intelligence, Data Mining, Data Warehousing, and Data Analysis	4
ITM 537	Principles of Information Security Auditing and Digital Forensics	4
ITM 538	Knowledge Management and Information Services	4
ITM 546	Advanced Systems Analysis and Design	4
ITM 547	Techniques of Data Mining and Related Analytical Procedures	4
ITM 550	Network Planning and Administration	4
ITM 555	Systems Engineering	4
ITM 560	IT Management for Specialized Technologies	4

#### **Information Security / Assurance and Digital Forensics Concentration**

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



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### 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

### **IT Project Management Concentration**

The goal of the concentration in IT Project Management is to provide IT professionals the opportunity to master the principles and best practices to better develop IT projects that are planned, negotiated, managed and completed in organizations. Because of the continuous advancements in information technologies and other tools, project management skills may be more formalized and more effectively utilized in organizations. Public and private institutions wishing to maintain and improve their position in today's competitive global economy have a great need for skilled IT project management professionals who understand IT management and systems. This certification will prepare students for understanding, developing, managing and controlling, deploying projects from those relatively small in scope and size to those which are massive in scope and size. The emphasis of this concentration is on both management skills and tools, and management awareness of information technologies and accounting/financing tools for cost control. The concentration consists of a series of four graduate-level courses designed to provide graduates with the project management principles and approaches confirmed in practice in all types of organizations and industries.

### Concentration Learning Outcomes

- Function at the IT Management level in areas dealing with information security.





- Demonstrate effective written communication in an advanced information security environment.
- Perform critical analysis of complex situations dealing with information security in complex systems and offer and evaluate alternative solutions.
- Apply IT management and technical knowledge, concepts, and frameworks to dynamic situations which demand information security and assurance.
- Lead and manage relevant resources within the systems environment to address information security issues particularly in an uncertain global environment.
- Integrate, apply, and synthesize knowledge across the functional areas of IT organizations to improve information security and assurance.
- Demonstrate awareness of and work effectively in a diverse organization which emphasizes information security and assurance activities.
- Recognize, analyze, and confront ethical and social responsibility issues impacting information security and assurance.

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

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

#### **IT Systems Analysis and Design Concentration**

The Systems Analysis Concentration provides students the systems analysis and design skills to obtain an entry-level to mid-level management position in an IT organization. Graduates are uniquely positioned by virtue of their academic training, work experience, and communication skills. Covered in this concentration are system development methodologies, modeling techniques, project planning, project integration and assessment.

#### Concentration Learning Outcomes

- Manage team dynamics of IT development teams under the traditional systems development life cycle or agile development methodologies.
- Provide leadership in process systems and architecture analysis and design.
- Coordinate the flow of information for project development from organizational stakeholders.
- Manage projects to achieve time to completion and cost goals.
- Manage project to reduce risk of project failure and insure quality project deliverables.

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

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



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## 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 – 36 Unit**

*This program has a tentative teach out date of January 2018*

The goal of the program is to provide students with the knowledge and skills needed for ethical and effective leadership careers in the field of education, staff development, and training. The program promotes educational opportunities for career advancement, employment mobility and lifelong learning. The program is designed to provide both a broad based perspective of adult education and training, as well as, an increased competence in fulfilling related responsibilities in educational institutions, nonprofits and corporate organizations. Due to individual state requirements, the Master of Arts in Education degree does not provide initial teacher or administrative licensure.

### **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:



- Critically analyze the historical, social, economic, and political influences on education institutions and practices.
- Identify the structures in education organizations that can be mobilized for engagement in practice.
- Delineate the roles and tasks of education leaders and education professionals in a range of institutions.
- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education.
- Recognize and analyze sources of diversity and inequity related to the needs of marginalized individuals/populations.
- Identify and analyze legal and ethical issues that arise in education practices and institutions.
- Write scholarly essays on policy, programs and issues relating to education and education leadership.

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

Select one course from the following options in the area of education technology:

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

Complete all four courses below:

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

### **Program Core Special Instructions**

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

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

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

#### **Adult Education and Training Concentration**

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

#### **Concentration Learning Outcomes**

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



- Understand and apply concepts of andragogy to design and development of adult learning experiences
- Plan, develop and deliver effective education and training for staff development and employee improvement
- Apply knowledge and skills to management of adult education programs
- Contribute significantly to professional organizations in continuing education and adult learning

#### Concentration Core (4 Semester Hours)

Select one course from the following options:

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

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

Select three courses from the following options:

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

#### **Aviation Education Concentration**

The Aviation Education concentration is designed primarily for individuals who are interested in training positions in an aviation related field. The curriculum is structured around a core body of knowledge in adult education and the principles and theories of adult education that are unique to aviation training. The curriculum builds advanced understandings and skills in the applications of learning theory as it applies to flight training, aviation safety training, simulation systems, research, and practice. Individuals completing this program will have the knowledge and skill for positions in the aviation industry for both civilian and government agencies. Graduates of the program usually find jobs as trainers, instructional designers, program evaluators, training supervisors and aviation administrators.

#### Concentration Learning Outcomes

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

#### Concentration Core (4 Semester Hours)

Select one course from the following options:

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



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### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

MAE 551	Instructor Training Techniques in Aviation	4
MAE 553	Simulation Systems in Aviation Education	4
MAE 555	Aviation Safety Education	4
MAE 557	Current Research in Aviation Education	4

### **Curriculum and Instruction Concentration**

The Curriculum and Instruction concentration provides the student with the knowledge and skills needed to create instructional experiences that are aligned to specific student learning styles. This process is guided by pedagogical and philosophical theory and practice that results in learning that can be observed and assessed. Students will explore a number of instructional design models, and may focus on adult learners or K-12 students, to develop appropriate related learning materials. Students will also learn to use the Internet to instruct and guide online learning, with student-centered, project-based experiences that supports the development of 21st century skills.

### Concentration Learning Outcomes

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

### Concentration Core (4 Semester Hours)

Select one course from the following options:

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

### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

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

### **Early Childhood Education Concentration**

The concentration in Early Childhood Education in the Master of Arts in Education program focuses on the value of early childhood educational experiences in all aspects of the young child's life. The students will understand that play is at the basis of learning in all spheres of development, and relationships with peers and adults are key to children's learning from their experiences. The program provides an integration of theory and application. The application case assignments and projects will enable students to apply the knowledge and skills with children presenting the full range of abilities and

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disabilities, in a range of settings, and with the full age range of infants and toddlers, preschool and kindergarten through grade two (age of 0-8). Graduates of the program may seek management and other specialty positions in the field of early childhood education.

Concentration Learning Outcomes

- Apply knowledge and skills to develop educational experiences in a range of settings, and with the full age range of infants and toddlers, preschool and kindergarten.
- Integrate theory and practice into positive learning for children presenting the full range of abilities and disabilities
- Value early childhood educational experiences in all aspects of the young child's life
- Engage peers and adults as key influences to children’s learning experiences
- Understand that play is at the basis of learning in all spheres of development

Concentration Core (4 Semester Hours)

Select one course from the following options:

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

Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

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

**Educational Leadership and Administration Concentration**

The concentration in Educational Leadership and Administration provides the student an opportunity to develop knowledge and skills in the content areas of administration and leadership. Students will learn to delineate the roles and tasks of education leaders and administrators in a range of institutions and within community partnerships. Student will also apply education leadership theories and research skills that promote accountability and advancement of student-centered education.

Concentration Learning Outcomes

- Apply education leadership theories and research skills that promote accountability and advancement of student-centered education
- Administer and lead prek-12 and higher education programs
- Identify and demonstrate personal leadership style (including transitional and transformation leadership strategies)
- Delineate roles and tasks of education leaders and administrators in a range of institutions and within community partnerships

Concentration Core (4 Semester Hours)

Select one course from the following options:

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



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### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

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

### **Sports Performance and Leadership Concentration**

The Sports Performance and Leadership concentration provides students the opportunity to develop a specialization within the field of sports education, athletic administration and coaching. This concentration integrates concepts and principles from physiology, psychology and sociology and applies them to developing today's athlete and sports team. Students will also obtain the knowledge and skills to utilize pedagogical and philosophical theory to enhance the quality of sports training and ensure positive coaching practices.

### Concentration Learning Outcomes

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

### Concentration Core (4 Semester Hours)

MAE 570	Psychological Foundations of Sports and Learning	4
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### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

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

## **Master of Arts in Education**

*The revised program has a tentative launch date of January 2018*

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



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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



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## **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



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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.

### **Degree Semester Hour Requirement**

A minimum of 60 Semester Hours

### **Educational Leadership Program Mission**

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

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

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

### **What Students Can Expect**

The Ed.D. in Educational Leadership is a post-Masters professional practice degree, designed for the working professional. The content and expectations focus on knowledge skills, and dispositions needed

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by practicing leaders in education. Assessment activities focus on demonstrating the ability to effectively apply expertise and prior experience to the practice of educational leadership in the student's area of specialization.

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

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

### **Program Learning Outcomes**

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

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

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



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

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

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

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

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

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

#### **PK-12 Concentration**

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

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

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

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

Select one course from the following options:

EDD 606	Management of Change in Education	4
EDD 630	Principles of Instructional Leadership	4
EDD 635	Professional Development and Mentoring	4

#### **Higher Education Concentration**

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



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

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

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

Select one course from the following options:

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

### **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	Dissertation Series	4
through 702		



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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 prepare highly competent professionals through the innovative academic program. Graduates of this concentration are prepared to serve in the field of health education through teaching, research, and service. We will provide a contemporary curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health education. This concentration will also prepare students to have the principle foundation for health education promotion and practice including planning educational programs, conducting needs assessments, and understanding factors that influence individual and community health to build healthier communities. All students will develop advanced research skills directed toward the creation of new knowledge demonstrated by a Ph.D. Dissertation.

#### Concentration Learning Outcomes

- Identify information needs, be capable to search and retrieve information as research needed; Describe and distinguish, in a comprehensive manner, the various theories, concepts, principles, and/or practices in specific areas of education.
- Communicate proficiently with others in the field of education through scholarly writing and skilled, knowledgeable oral and written presentation to general and specialized audiences.
- Provide evidence of advanced research skills by designing, conducting, analyzing, and reporting scholarly, ethically sound research directed toward contributing to the body of knowledge within the field of education.
- Develop critical thinking skills that will result in the ability to assess and evaluate problems, formulate solutions in their diverse workplaces and fields of education.
- Be open to diverse viewpoints and concepts, to identify and address problems and issues from a variety of methods of inquiry.



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### Concentration Elective Courses (12 Semester Hours)

Select three courses from the following options:

DEL 614	Research in Educational Leadership	4
DHS 601	Health Promotion, Program Planning, Design and Evaluation	4
DHS 602	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 1.0 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.

DEL751: 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

DEL752: 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

DEL753: 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



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## 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.

### 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

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.

#### Dual Credit Courses

Courses denoted with a double asterisk “\*\*” provide the option for an accelerated master’s degree by allowing Dual Credit for BSHA students who continue to Trident’s MSHA graduate degree. Those students may apply up to 12 credits for specific courses in the MSHA 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.



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### **Degree Semester Hour Requirement**

A minimum of 120 semester hours

### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

### **General Education Requirement**

A minimum of 44 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 health administration professional practice.
3. Apply basic quantitative skills and methods to evaluate and distribute data/information for use in health administration.
4. Identify and critically evaluate current literature in the field of health administration.
5. Demonstrate an appreciation of diversity in health-related administrative practice.
6. Critically assess emerging trends and describe their potential impacts on operations 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

BHE 200*	Essentials of Public Health	4
BHS 220*	Introduction to Health Statistics	4
BHS 210	Introduction to Epidemiology	4
BHA 310	Introduction to Legal and Ethical Aspects of Healthcare	4
BHS 414*	Cross Cultural Health Perspectives	4
BHS 450	Health Care Delivery Systems	4
BHA 320	Management of Health Programs	4
BHA 415	Topics in Health Care Policy	4
BHA 427	Health Care Finance	4
BHA 405**	Introduction to Quality Assurance	4
BHA 414**	Health Information Systems	4
BHA 499	Capstone in Health Administration	4

### **Program Core Special Instructions**

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

- **BHA 310** and **BHE 200**: Social and Behavioral Sciences
- **BHS 220**: College Mathematics
- **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 Sciences

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

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

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

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

### Dual Credit Courses

Courses denoted with 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.



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### **Degree Semester Hour Requirement**

A minimum of 120 semester hours

### **Residency Requirement**

A minimum of 30 semester hours must be completed at Trident

### **Upper Division Semester Hour Requirement**

A minimum of 36 upper division semester hours

### **General Education Requirement**

A minimum of 44 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 (36 Semester Hours)**

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



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### Program Core Special Instructions

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

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

### **Program Options and Concentrations (24 Semester Hours)**

Students must complete the Program Courses below if they choose “no concentration,” **or** complete the Healthcare Management concentration or the Public Health concentration:

#### **No Concentration Option**

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

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

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

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

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

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

##### Concentration Learning Outcomes

Upon graduation, students will be able to:

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



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### Concentration Core Courses (24 Semester Hours)

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

### Concentration Special Requirements

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

### **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.



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Concentration Core Courses (24 Semester Hours)

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

Concentration Special Requirements

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

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

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.

Concentration Elective Courses (24 Semester Hours)

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

Concentration Special Requirements

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

**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.

Concentration Core Courses (24 Semester Hours)

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

#### Concentration Special Requirements

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

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

The BSBS - 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 not a teacher credentialing or teaching certificate program.** Trident cannot grant a teaching credential or certify any student as a teacher or administrator. The requirements for teacher credentialing, licensure, and certification vary from state to state. Students are urged to contact their state of residence or employment for information on specific requirements and criteria.

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

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

#### Concentration Special Requirements

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

## **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 36 upper division semester hours.

### **General Education Requirement**

A minimum of 44 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)**

HLS 101	Gateway to Homeland Security	4
HLS 210	Fundamentals and Ethics of Homeland Security	4



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

#### Program Core Special Instructions

HLS 101, Gateway to Homeland Security (HLS 101), Fundamentals and Ethics of  
HLS 210, Homeland Security (HSL 210), and Homeland Security and Interagency  
and HLS 320 Planning (HLS 320) should be taken prior to all other program requirements.  
\*HLS 499\* Homeland Security Capstone must be taken in final session.  
A minimum grade of “C” is required in HLS 499 to meet graduation requirements.

#### **Program Options and Concentrations (16 Semester Hours)**

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

#### **Program Elective Courses (16 Semester Hours)**

ITM 301	Principles of Information Systems in Business and Organizations	4
ITM 438	Information Security Management and Assurance	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4

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

### **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 the 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.



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### 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

## **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)

LED 402	Leadership Training and Development	4
MGT 301	Principles of Management	4
MGT 302	Organizational Behavior and Teamwork	4
MGT 401	Leadership and Change	4

## **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.



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### **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)**

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

#### **Generalist Program Courses**

Complete the following:

MHM 514	Health Information Systems	4
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Select two courses from the following options:

LED 560	Leadership and Strategy	4
MGT 501	Management and Organizational Behavior	4



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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

### **Health Informatics 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 Health Informatics. The goal of the program is to provide those aspiring to be Health Informatics professionals with the necessary knowledge needed to succeed and become highly capable leaders and contributors to the healthcare industry.

#### Concentration Learning Outcomes

- Distinguish between and reconcile the economic, political and social forces that impact health informatics.
- Critically assess new developments and advances relevant to health informatics.
- Develop and implement plans/programs/policies addressing contemporary issues in health informatics.
- Apply, in a critical manner, legal and ethical practice and decision making in health informatics.
- Develop management, leadership and decision-making skills necessary to operate effectively at the organizational leadership level as a health information management professional

#### Concentration Core Courses (16 Semester Hours)

MHI 500	Introduction to Health Informatics	4
MHI 502	Information Systems in the Delivery of Health Care	4
MHI 504	Systems Analysis for Health Informatics	4
MHI 508	Health Information Systems Security	4

### **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.



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### Concentration Learning Outcomes

- Function at the professional middle management level in the human resource management field.
- Marshal and manage relevant resources in human resource management particularly in an uncertain global environment.
- Demonstrate awareness of and work effectively in a diverse organization as a human resource management specialist.
- Recognize, analyze, and confront ethical and social responsibility issues in human resource management.

### Concentration Core Courses (16 Semester Hours)

MGT 509	Human Resource Management	4
MGT 511	Advanced Topics in Human Resource Management	4
MGT 516	Legal Implications in Human Resource Management	4
MHM 514	Health Information Systems	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. CAP599, the Integrated Capstone course, must be the last course taken after the required courses in both the MSHA and the MBA program have been taken.
- Students withdrawing from the dual degree program before completing both degrees will only receive credit toward graduation for such courses that qualify toward a single degree program. In this situation, students will take the capstone course for the single degree program they wish to complete (MHA599 for the MSHA or MGT599 for the MBA). The CAP599 integrated capstone is only applicable for the Dual Degree.
- The MBA and MSHA degrees will be awarded upon successful completion of the requirements of the entire dual degree program.



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## **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)**

#### MBA courses:

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



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MGT 501	Management and Organizational Behavior	4
MKT 501	Strategic Marketing	4
OPM 500	Operation Management for Managers	

MSHA courses:

MHA 506	Health Care Systems Organization	4
MHA 507	Health Care Delivery Systems	4
MHM 502	Health Care Finance	4
MHM 505	Introduction to Quality Assurance	4
MHM 514	Health Information Systems	4
MHM 522	Legal Aspects of Health Administration	4
MHM 525	Marketing in Health Care	4
*CAP 599*	Capstone Course in Health Administration and Business Administration	4

Program Core Special Instructions

- \*CAP 599\* Capstone Course in Health Administration and Business Administration 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 Core Courses (20 Semester Hours)**

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

### **Program Core Special Instructions**

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

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

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

#### **Program Courses**

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

### **Environmental and Occupational Health and Safety Concentration**

#### **Concentration Introduction**

The Trident University College of Health and Human Services offers the Master of Science in Health Sciences degree program with a concentration in Environmental and Occupational Health and Safety (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.

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

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

## Health Education Concentration

### Concentration Introduction

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

### Concentration Learning Outcomes

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

### Concentration Core Courses (20 Semester Hours)

MHD 521	Perspectives in Community Health Education	4
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

## Public Health Concentration

### Concentration Introduction

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

### Concentration Learning Outcomes

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



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### Concentration Core Courses (20 Semester Hours)

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

## **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
*HLS 599*	Capstone Course	4
MHE 509	Emergency Planning and Methodology	4

**Program Core Special Instructions**

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

**Program Elective Courses 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.



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### 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

## **Master of Science in Homeland Security with a Concentration in Emergency and Disaster Management**

### **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
*HLS 599*	Capstone Course	4
MHE 509	Emergency Planning and Methodology	4



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### 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

## **Master of Science in Homeland Security with a Concentration in Logistics**

### **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
*HLS 599*	Capstone Course	4
MHE 509	Emergency Planning and Methodology	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 to 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. Trident 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**

- Demonstrate evidence of advanced research skills directed toward the discovery of new knowledge in the field of health science.
- Describe and distinguish, in a comprehensive manner, the various research theories and their applications to specific areas of health sciences.
- Produce and present scholarly writing based on rigorous scholarly research.
- Design and conduct doctoral level research and successfully defend a dissertation.
- Comply with legal and ethical requirements for research.
- Make significant and relevant contributions to the current body of scientific knowledge.
- Develop the ability to function with high level professionalism and self-reflection.

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

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

### **Program Core Special Instructions**

The Ph.D. curriculum has three components:

Core Courses: All students are required to take five (5) research methods courses and two (2) required theory courses in the field of health. These courses provide the foundation for the elective courses which students may pursue in their specialized



concentrations. All courses are valued at four semester hours. The last course taken prior to the dissertation series is the required DHS699-Dissertation Seminar.

Completion: Successful completion of both oral and written Comprehensive exam (DHS699)  
Successful completion of the Dissertation Seminar /Prospectus (DHS699)

Dissertation: Successful defense of the dissertation proposal (DHS702)  
Successful defense of the Ph.D. dissertation, and approval of the Dissertation Committee by the Doctoral Studies Director.

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

Students complete all courses in one of the following concentration options:

#### **Global Health Concentration**

##### Concentration Introduction

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.

##### Concentration Elective Courses

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

#### **Health Policy and Administration Concentration**

##### Concentration Introduction

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.

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

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



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## 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



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## 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.



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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



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## **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	Cyber Threat Intelligence	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 503	Survey of Emergency and Disaster Management	4
MHE 509	Emergency Planning and Methodology	4
MHE 511	Emergency Operations	4



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

### Certificate Elective Courses

Select 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

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### 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

### **Health Informatics Certificate**

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge and skills in the application of information technology in the provision of healthcare with particular emphasis on the acquisition, storage, retrieval and use of information to reduce cost, increase efficiency and enhance the overall quality of patient care. Special attention is given to patients' health Information privacy per HIPAA (1996).

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

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### Transfer Credit

No Credit Transfer Allowed

### Certificate Core Courses (16 Semester Hours)

MHI 500	Introduction to Health Informatics	4
MHI 502	Information Systems in the Delivery of Health Care	4
MHI 504	Systems Analysis for Health Informatics	4
MHI 508	Health Information Systems Security	4

## **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**

### **Business Intelligence Certificate**

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge of the principles and best practices of business intelligence such as data mining, relational database design, data analytics, data warehousing, project management and other related applications. The emphasis is on successful business intelligence application.



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 (12 Semester Hours)

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

Certificate Elective Course (4 Semester Hours)

Select one course from the following options:

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

**Information Security/Assurance and Digital Forensics 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 535	Business Intelligence: Data Mining, Data Warehousing, and Data Analytics	4
ITM 540	Database and Knowledge-Base Management	4



### IT Project Management Certificate

This certificate consists of a series of four graduate-level courses designed to provide students expanded knowledge of the principles and best practices to better develop IT projects that are planned, negotiated, managed and completed in organizations. Because of the continuous advancements in information technologies and other tools, project management skills may be more formalized and more effectively utilized in organizations. This certificate will prepare students for understanding, developing, managing and controlling, deploying projects from those relatively small in scope and size to those which are massive in scope and size.

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

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

Select one course from the following options:

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



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## Professional Certificate and Diploma Programs

\*\* Particular careers require clearance of one's criminal record before they are able to practice. It is the student's responsibility to ensure that there is no criminal record that interferes with the practice of their profession for the certificate in which they are enrolled.

### Computerized Accounting Certificate

Trident's Computerized Accounting Certificate provides a competitive career advantage to students wanting a curriculum path in an accounting and bookkeeping field. Students who complete the Computerized Accounting Certificate will have a strong background in QuickBooks and Sage 50 accounting software, Tax Preparation, and Accounting Procedures. They will also learn basic journal entries and how to properly record and post these entries.

#### Certificate Semester Hour Requirement

18 Semester Hours

#### Transfer Credit

6 Semester Hours

#### Certificate Core Courses (18 Semester Hours)

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

### Computerized Accounting Diploma

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.

#### Certificate Semester Hour Requirement

27 Semester Hours

#### Transfer Credit

9 Semester Hours

#### Certificate Core Courses (27 Semester Hours)

CCA 100	Critical Thinking and Career Planning for Tax Professionals	3
CCA 101	Accounting & Bookkeeping Fundamentals	3
CCA 105	Introduction to Computerized Accounting	3



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CCA 110	Introduction to Tax Preparation	3
CCA 120	Quantitative Methods for Tax Professionals	3
CCA 180	Business Communication for Tax Professionals	3
CCA 200	Applied Accounting	3
CCA 205	Advanced Computerized Accounting	3
CCA 210	Advanced Tax Preparation	3

### **Medical Billing Certificate**

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

18 Semester Hours

#### Transfer Credit

3 Semester Hours

#### Certificate Core Courses (18 Semester Hours)

MBC151	Anatomy & Physiology I/Medical Terminology I	3
MBC152	Anatomy & Physiology II/Medical Terminology II	3
MBC160	Electronic Health Records/Legal/Other	3
MBC170	Coding I	3
MBC190	Reimbursement	3
MBC191	Reimbursement II	3

### **Medical Coding Certificate**

Trident Medical Coding Certificate prepares students for essential work in the health information field. Coursework is practitioner-oriented and will focus on coding competencies to be applied in medical offices and hospital settings. The curriculum aligns with current legal and ethical standards with the latest U.S. 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

27 Semester Hours

#### Transfer Credit

6 Semester Hours

#### Certificate Core Courses (27 Semester Hours)

MBC151	Anatomy & Physiology I/Medical Terminology I	3
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MBC152	Anatomy & Physiology II/Medical Terminology II	3
MBC160	Electronic Health Records/Legal/Other	3
MBC170	Coding I	3
MBC175	Coding II Path & Pharm	3
MBC200	Coding III Path & Pharm	3
MBC205	Coding IV Path & Pharm	3
MBC190	Reimbursement	3
MBC210	Professional Practice Experience	3

### **Medical Billing and Coding Certificate**

Trident's Medical Billing & 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 & 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)

MBC101	Accounting & Bookkeeping Fundamentals	3
MBC151	Anatomy & Physiology I/Medical Terminology I	3
MBC152	Anatomy & Physiology II/Medical Terminology II	3
MBC160	Electronic Health Records/Legal/Other	3
MBC170	Coding I	3
MBC175	Coding II Path & Pharm	3
MBC200	Coding III Path & Pharm	3
MBC205	Coding IV Path & Pharm	3
MBC180	Health Communications & Ethics	3
MBC190	Reimbursement	3
MBC191	Reimbursement II	3
MBC210	Professional Practice Experience	3

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## 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





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## 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 the contribution margin approach to decision making. Additional topics include relevant costs, allocation of costs and performance evaluation.

#### ACC 501 Accounting for Decision Making

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

#### ACC 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.



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## **ANT – Anatomy and Physiology**

### ANT 100 Stress and the Human Body

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

### ANT 250 I Anatomy and Physiology I

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

### ANT 250 I L Anatomy and Physiology I L

The course introduces the learner to the structure and function of the human body. Students complete assignments related to the structural and functional aspects of anatomy and physiology for the integumentary system, the skeletal system, the muscular system, the central and peripheral nervous systems, organs of sense, and the endocrine system. For each system, students complete physiology laboratory simulations, write lab reports, and are assessed by practical examination of virtual dissection using a virtual anatomy and physiology lab program.

### ANT 250 II Anatomy and Physiology II

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

### ANT 250 II L Anatomy and Physiology II L

In this course the student completes assignments related to the structural and functional aspects of anatomy and physiology of the cardiovascular system, the immune system and related structures, the respiratory system, the digestive system, metabolism, urinary system, mechanisms of fluid, electrolyte, and acid-base balance, and the human reproductive system. For each system, students also complete physiology laboratory simulations, write lab reports, and are assessed by practical examination of virtual dissection using a virtual anatomy and physiology lab program.

## **ART – Art**

### ART 101 Art History

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



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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 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. *Prerequisites: TUX, BHS101*

### BHA 320 Management of Health Programs

In this course, students learn about organizational structures and strategies of health care organizations. The course focuses on optimization of structures to maximize effectiveness and efficiency. It includes topics such as team development, cooperation, conflict, leadership, and power. *Prerequisites: 200-level program core courses*

### BHA 405 Introduction to Quality Assurance

This course provides a survey of utilization review, utilization management, case management, total quality management and risk management. Students will explore the various elements and activities that health-related 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. *Prerequisites: 200- and 300-level program core courses.*

### BHA 414 Health Information Systems

This course provides an in-depth knowledge of management information systems. Students will develop skills in the general management of information systems, the creation and management of databases and the use of computers in health administration and decision-making. *Prerequisites: 200- and 300-level program core courses*

### BHA 415 Topics in Health Care Policy

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. *Prerequisites: 200- and 300-level program core courses*

### BHA 427 Health Care Finance

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. *Prerequisites: 200- and 300-level program core courses*

### 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



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

### BHD 421 Perspectives in Community Health Education

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

### BHD 461 Health Education Program Administration

In this course, students explore strategies for mobilizing and sustaining community support and partnerships, examine leadership and supervision styles, consider approaches for optimizing health education program quality; and are introduced to the grant-seeking process as it pertains to health education programs. Note: BSBS students who continue to the MSHS degree program can apply credit from this course toward MHD 561 (per conditions stated in the catalog). *Prerequisite: all program core courses*

## **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. *Prerequisites: TUX, BHS101*

### 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. *Prerequisites: TUX, BHS101*



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### BHE 310 Health Promotion, Disease Prevention

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

### BHE 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. *Prerequisites: 200- and 300-level program core courses*

## **BHM – Health Care Management**

### BHM 324 Human Resources Management

Focus on a variety of personnel issues facing human resource managers in the health care administration area. The course deals with labor laws, recruitment, selection, training and development of employees, performance, evaluation and legal issues related to human resources.

## **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. *Prerequisites: TUX, BHS101, BHE200*

### BHS 220 Introduction to Health Statistics

This course provides a foundation of statistical methods and principles necessary to guide students through more advanced quantitative study of research topics across health sciences. The principles examined are powerful in identifying patterns and deriving meaningful conclusions from information. Elementary probability theory upon which inferential statistics is based is explored, as are applying descriptive statistics to visually display data and calculating measures of central tendency and dispersion. Generating hypotheses and conducting tests to draw statistical inference about populations is discussed. *Prerequisites: TUX, BHS101, BHE200*



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### BHS 350 Global Health and Sustainability

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

### BHS 414 Cross-Cultural Health Perspectives

Explores the role of culture in defining health, illness, and disability and in shaping health behavior. Cross-cultural health beliefs, practices, and communication are considered within the context of both Western and non-Western medical paradigms. *Prerequisite: all GE and 200-level program courses.*

### 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. *Prerequisite: all GE and 200-level program courses*

### 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.



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## **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). *Prerequisite: all program core courses*

### 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 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 a 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.



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### BUS 305 Competitive Analysis and Business Cycles

This course combines the study of the economic behavior of individual or organizational decision making with national and international fiscal, monetary, and banking policies. Special emphasis is given to the international and e-commerce aspects of these subjects.

### BUS 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 Bachelor's to Master's 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.

### **CAP – Health and Business Administration Capstone**

#### CAP 599 Capstone Course in Health Administration and Business Administration

This course is the capstone course of the Dual Degree in MSHA and MBA, and as such is based on the required core courses of both degree programs. The culminating experience entails synthesis and integration of all previously learnt materials from both disciplines, but is focused on implementation to and within a real-world healthcare (service oriented) and business administration setting. Students will prepare an integrated and comprehensive final feasibility report of the project complemented with a visual presentation and executive summary.

### **CAR – Career Development**

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

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

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

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



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goal setting, professional development, career planning and management, career adaptability, and additional topics identified by students.

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

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

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

The purpose of this course is to enhance the career development capacity of graduate students and 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.



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### 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 Tax Professionals

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 105 Introduction to Computerized Accounting

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 skill-sets required when working with taxes. Subjects covered in this course include tax returns, deductions, credits and special taxes, and accounting periods

### CCA 120 Quantitative Methods for Tax Professionals

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 Tax Professionals

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

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 CAP-105 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 280 Criminal Justice Principles

This course examines the history of criminology. Examines various schools of thought. Focus is on social psychology, linguistic, critical legal studies. Issues such as the insanity defense, plea bargaining and the death penalty will be explored.

### CJA 301 Criminology and Public Policy

Blending theory and practice, this course examines some of the most controversial issues in criminology from a conceptual perspective. Classical and contemporary sources, from Aristotle, Kant, and Mill, to modern schools of criminology - social-psychology, linguistic, critical legal studies, and more - will be used to shed light on such issues as the insanity defense, plea bargaining, freedom of expression, and the death penalty. *Prerequisite: MGT 301; MGT 302*

### CJA 302 Criminal Justice Systems

This course examines the internal and external structures, functions, and activities of the criminal justice system. Attempting to understand how criminal justice administration operates as a system, and how these organizations interact with the larger social and political systems, we will get to know how people work both within and between these systems. *Prerequisite: MGT 301; MGT 302*

### CJA 401 Criminal Justice Administration

In some sense, criminal justice organization is no different from managing any other organization. But in some sense, this is not so bad. To what extent is criminal justice administration different from



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administering other organizations? This course attempts to answer that question by looking at the peculiarities of criminal justice administration in terms of management techniques, leadership, organizational design, organizational behavior, marketing, finance, and other functional areas of business administration. *Prerequisite: MGT 301; MGT 302*

#### CJA 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.

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

### **CMG – Contract Management**

#### CMG 301 Fundamentals of Contract Management/Administration

The language of contracting and contract management such as: the nature of the contracting process, contract terms, contract conditions, contract content, pricing arrangements, contractual vehicles, the differences between contracts for supplies and contracts for services, how public and private contracts differ; and how to write a contract administration plan to meet the customer's cost, schedule and performance requirements. The three phases of the contracting management process are discussed: pre-contract award management, contract management techniques after the contract award, and management and monitoring contract/contractor performance. *Prerequisite: MGT 301; MGT 302*

#### CMG 302 Negotiation, Pricing, and Conflict Resolution

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

#### CMG 402 Fundamentals of Purchasing and Purchase Management

Purchasing function, responsibility and importance in the enterprise; government procurement vs. commercial purchasing practices; tools and techniques for effective supplier selection, purchasing; quality, price, and transportation issues; purchasing ethics. Management principles for effective purchasing administration are presented. *Prerequisite: MGT 301; MGT 302*

### **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.



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### 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 317 Database Systems II

This course builds on the knowledge and skills acquired in CSC316, and introduce advanced concepts and technologies of database systems, which include advanced SQL statements and functions, XML technologies, transaction management and database administration, database application development, and data warehouse. The course aims at helping students to develop a broad understanding of modern database technology. Students will work with a database and manipulate data in the database using various technologies to solve complex business problems. *Prerequisite: CSC 316*



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### 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 resource 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**

#### 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



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proposal. Students must submit a report on their progress every two weeks, and Chapter 2 must be submitted in Module 5. The grade in the course will be determined by the quality of Chapter 2.

#### DBA 702 Dissertation Series (4 Semester hours)

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

#### DBA 703 Dissertation Continuation (0 Semester hours)

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

#### DBA 704 Dissertation Continuation (0 Semester hours)

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

#### DBA 705 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation. The milestones for DBA 705 are as follows: 1) Get IRB approval, 2) find an appropriate sample for the study, and 3) collect data for the study from participants. Students must submit a report on their progress every two weeks. An Excel file that includes all the data that has been collected must be submitted in Module 5.



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#### DBA 706 Dissertation Continuation (0 Semester hours)

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

#### DBA 707 Dissertation Continuation (0 Semester hours)

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

#### DBA 708 Dissertation Continuation (0 Semester hours)

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

#### DBA 709 Dissertation Continuation (0 Semester hours)

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

#### DBA 710 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. The 703 and above series courses will be zero (0) semester hour courses. Each course in the Dissertation Continuation has specific milestones that the students are required to meet. By the end of DBA 711 students should complete all of their work on the dissertation.



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The milestone for DBA 710 is as follows: Edit the complete dissertation, making sure that the writing is coherent and lacking errors from any source. Students must submit a report on their progress every two weeks, and the completed dissertation must be submitted in Module 5. During this course, and with the approval of the Committee Chair, Members and Doctoral Studies Director, students will be allowed to defend their dissertation.

#### DBA 711 Dissertation Continuation (0 Semester hours)

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

### **DEL – Doctoral Education Leadership**

#### DEL 602 Leadership and Leader Roles in Education

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

#### 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 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"



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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 Dissertation Continuation (0 Semester hours)

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

DEL 704 Dissertation Continuation (0 Semester hours)

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

DEL 705 Dissertation Continuation (0 Semester hours)

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



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#### DEL 706 Dissertation Continuation (0 Semester hours)

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

#### DEL 707 Dissertation Continuation (0 Semester hours)

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

#### DEL 708 Dissertation Continuation (0 Semester hours)

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

#### DEL 709 Dissertation Continuation (0 Semester hours)

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

#### DEL 710 Dissertation Continuation (0 Semester hours)

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

#### DEL 711 Dissertation Continuation (0 semester hours)

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

#### DEL 751 Graduate Teaching Assistant Practicum 1



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 752 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 753 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.

### **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 Health Organization

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

### **DHS – Doctoral Health Sciences**

#### DHS 612 Program Evaluation

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





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#### 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. *Prerequisite: RMS 600.*

#### DHS 652 Research Seminar

The purpose of this course is to review the many ways in which epidemiology contributes to the medical sciences; discuss the sources of health data; illustrate how epidemiologic measurements are made and used; outline the steps in the assessment of causation and risks; discuss common research designs used by epidemiologists; and describe some of the errors made in clinical research. *Prerequisite: RMS 618*

#### DHS 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.



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#### 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 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 continuation courses. Students’ progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

#### DHS 704 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 continuation courses. Students’ progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

#### DHS 705 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 continuation courses. Students’ progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

#### DHS 706 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each session while enrolled in the 700 continuation courses. Students’ progress will be determined by the



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Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

DHS 707 Dissertation Continuation (0 Semester hours)

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

DHS 708 Dissertation Continuation (0 Semester hours)

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

DHS 709 Dissertation Continuation (0 Semester hours)

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

DHS 710 Dissertation Continuation (0 Semester hours)

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

DHS 711 Dissertation Continuation (0 Semester hours)

The Dissertation Continuation courses must be taken every session in order for students to maintain their active status in the doctoral program. Credits earned toward 700 series and continuation courses will NOT be included in overall GPA calculation. Students will submit progress reports at the end of each

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session while enrolled in the 700 continuation courses. Students' progress will be determined by the Dissertation Committee Chair and/or the Director of the Ph.D. program. Upon completion and successful defense of the dissertation, a final grade will be assigned to the final 700 series/continuation course. Students are expected to complete the dissertation and the program by the end of DHS 711.

## **DIH – Doctoral International Health**

### DIH 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*



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#### 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 DS 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 second course in a sequence of three doctoral study supervision courses that are part of the DBA program aimed to complete the doctoral study. The focus of this class is the collection and analysis of empirical evidence for the DS project. Students must have data collected to pass this class.

#### 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. The focus of this class is the collection and analysis of empirical evidence for the DS project. Students must have data collected to pass this class.

#### 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 finish writing results, conclusions, limitations and implications. Students should have the DS project approved to pass this class.

### **ECO – Economics**

#### ECO 201 Microeconomics

Microeconomics is an introductory course in price theory, centering on the economic behavior of consumers, producers, and owners of economic resources. The course will focus on this behavior in the markets for goods and services, primarily as the behavior determines the allocation of resources and the



distribution of commodities. The basic theories of supply and demand will be presented, including the concepts of price and income elasticity. Students will concentrate in depth on producer behavior in the various market structures. Finally, the importance of the operation of the factor market and the process of product distribution will be discussed. The focus on microeconomic analysis will allow students to examine the relevant concepts in an integrated manner.

### ECO 202 Macroeconomics

This course examines the basics of national economic theory, policy, and practice. Specific topics include aggregate production and expenditures, employment and inflation, monetary theories and policies, fiscal policies, business cycles, and growth. Emphasis is placed on measuring and interpreting macroeconomic conditions and policies.

## **ECOL – Ecology**

### ECOL 100 The Economics of Biodiversity

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

## **EDD – Doctor of Education**

### EDD 602 Leadership Theory and Practice

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

### EDD 603 Effective Communication for Educational Leaders

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

### EDD 605 Applied Research

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



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### 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 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 612 Assessment and Program Evaluation

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

### EDD 614 Research in Education Leadership

The course 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 study. The course culminates in the completion of a three article dissertation proposal and approval to submit to IRB.

### EDD 630 Principles of Instructional Leadership

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

### EDD 631 School Reform

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

### EDD 632 Legal Aspects for Educational Leadership

This course will explore current key themes and issues in education law, such as the Elementary and Secondary Education Act, the IDEA and Students with Disabilities, sexual harassment, violence on campus and intellectual property. Students will research and evaluate legislative enactments and cases



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that have a major impact on the professional practice of teachers and education leaders in the United States.

#### EDD 634 Current Issues in PK-12 Education

In this course, students will develop an awareness of significant political decisions related to law, legislation, policy, or rule that 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 635 Professional Development and Mentoring

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

#### EDD 636 Dimensions of Teacher Leadership

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

#### EDD 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.





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### 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 680 Dissertation Supervision I

This is the first course in the dissertation research sequence. Under the guidance of the dissertation 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 TUI IRB.

### EDD 690 Dissertation Supervision II

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

### EDD 700 Dissertation Supervision III

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

### EDD 703 Dissertation Continuation

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

## **EDM – Emergency Disaster Management**

### EDM 501 Domestic Terrorism

This course will examine the growing threat of domestic terrorists. Domestic terrorism will be defined in terms of economic and ideological intent, and geographical and organizational make-up. Examples for review will include drug cartels along the U.S. and Mexican border, “lone wolves,” cell operatives, and “copycat” terrorists. We will try to answer the question whether paramilitary groups and environmental and animal rights activists use terrorist acts to civilians threatening their agenda. The role of the military will be critically examined.

### EDM 502 Critical Infrastructure Vulnerability and Protection

This course will examine domestic critical infrastructures which include (a) Utilities, (b) Transportation, (c) Banking and Finance, (d) Communications, (e) Internet, and (f) Public Health. We will analyze threats to their integrity due to terrorist attacks, natural disasters, accidents, and examine steps to prevent and



reduce vulnerabilities. The learner will become familiar with using the “Nodes and Links” schema in pinpointing areas of vulnerability. Scenarios will be employed to discover appropriate interventions during a crisis. The role of the military will be critically examined. *Prerequisite: MHE 503; MHE 509; MHE 511.* For MSEDH-HLS: *HLS 501*

#### 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. *Prerequisite: EDM 510*

#### EDM 512 Emergency Healthcare Logistics in Disasters

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

### **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



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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.



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#### 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 child care facility. The Session Long Project will include: feasibility, statement of philosophy, goals, objectives, budgeting, policies and procedures manual, staff manual and evaluation plan, 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.

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#### 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.



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#### 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.

#### EDU 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 English 101. Within a framework of diverse readings, students cultivate habits of effective and ethical research, practice conventions of documentation, and use information technologies, as they refine their academic writing skills.

### ENG 201 American Literature

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

### 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 – Environment 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). *Prerequisite: all program core courses*

### EOH 408 Environmental and Occupational Health Administration

The course involves the comprehensive analysis of environmental and occupational health program planning and administration, with an emphasis on program management and administration. The course examines elements needed to design and implement an effective safety and health program in industry.



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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). *Prerequisite: all program core courses*

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

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

#### 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.





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## ETH – Ethics

### ETH 301 Business Ethics

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

### 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 Bachelor's to Master's 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 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.



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### 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 BSHLS students as a general preparatory course and as an introduction to the field of homeland security by means of taking basic online self-paced "Independent Study" courses, offered by the Emergency Management Institute (EMI). The EMI courses' topics support the mission areas identified by the National Preparedness Goal, namely, Incident Management, Operational Planning, Disaster Logistics, Integrated Preparedness, etc.

### HLS 210 Fundamentals and Ethics of Homeland Security

This course will cover: (a) protection of national and international transportation systems (air, land, and sea), (b) critical infrastructure protection roles of states, cities, and municipalities, (c) functions, responsibilities, and ethics involved in the legislative and regulatory framework governing various agencies of the Department of Homeland Security, (d) various elements and roles of the U.S. intelligence community, and (e) response and recovery after attacks have taken place.

### HLS 320 Homeland Security and Interagency Planning

This course examines how governmental agencies (at the federal, state, and local levels) and non-governmental organizations (NGOs) coordinate with the Department of Homeland Security (DHS) to prevent and respond to natural or man-made disasters and to help in recovery efforts in the states



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and/or U.S. territories. Students will gain a general understanding of legislative policies such as the National Response Framework (NRF) and National Incident Management System (NIMS); as well as current events and emerging threats affecting the homeland.

#### HLS 430 Preventing Homeland Infiltration: Air, Ground, and Maritime

In this course, students will explore national strategies that combat terrorist travel and establish maritime and aviation security, guiding efforts to create an effective layered protection system that prevents terrorists, their weapons, and related materials from entering the United States through exploitation of legitimate pathways. Students will improve their awareness and understanding of how adversaries are likely to operate in the United States. *Prerequisite: HLS 210; HLS 320.*

#### HLS 440 Potential Threats to Homeland Security

This course introduces the student to “unconventional attacks” and critical challenges facing homeland security. Students will study threats from an “all hazards” approach and from the perspective of which hazards might be expected to occur. Biological weapons, nuclear weapons, cyber-attacks, climate and environmental changes, and transnational crime have been identified as the threats that must be addressed by the 22 departments and agencies working in concert to prevent, protect from, respond to, and recover from an adversarial act against the United States. *Prerequisite: HLS 210; HLS 320; HLS 430.*

#### HLS 450 Catastrophic Events and Responses

The National Response Framework (NRF) describes a catastrophic incident as “any natural or manmade incident, including terrorism that results in extraordinary levels of mass casualties, damage, or disruption severely affecting the population, infrastructure, environment, economy, national morale, and/or government functions”. Students will study the “Whole Community” framework and learn how the Federal Emergency Management Agency (FEMA) and other non-governmental entities play, to ensure the successful preparation for, protection against, response to, recovery from, and mitigation of all hazards. Further topics include the roles and responsibilities of the federal government and its partners, focusing on national and regional planning efforts against chemical, biological, radiological, nuclear, and explosive (CBRNE) catastrophes. *Prerequisite: HLS 210; HLS 320; HLS 430.*

#### HLS 460 Intelligence and Law Enforcement

Intelligence gathering and law enforcement elements play a critical role as first responders. This course will analyze the fundamentals of how information is collected from all unclassified sources such as public media, digital electronic systems, individuals, and satellites, and how such information is analyzed into intelligence or counterintelligence data and proactively shared by the various intelligence agencies domestic and foreign, in order to respond to natural or man-made catastrophic emergencies/disasters in the United States. The course will provide disaster management crises scenarios and simulation exercises to demonstrate law enforcement jurisdiction and actions at the federal, state, and local levels. *Prerequisite: HLS 210; HLS 320; HLS 430.*

#### HLS 470 Cyber and Physical Security Vulnerabilities and Methodologies

Cyber technology, such as 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

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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. *Prerequisite:* HLS 210; HLS 320; HLS 430.

#### HLS 471 Introduction to Cybersecurity

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

#### HLS 472 Cyber Threat Intelligence

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

#### HLS 473 Cyberterrorism and Cyber Warfare

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

#### HLS 480 Homeland Recovery and Continuity of Operations

Major disasters and catastrophic events often impact homeland security on the human, infrastructure, and environmental levels. This course focuses on the concepts of recovery and continuity (ensuring restoration and maintenance of vital services) related to this impact. Roles and capabilities of civilian (non-governmental) and government agencies and related ethical issues are also essential elements of the course. Understanding these issues and how agencies interact will provide the student with a comprehensive view of recovery and continuity following major disasters or similar events that directly affect homeland security. *Prerequisite:* HLS 210; HLS 320; HLS 430.

#### HLS 499 Homeland Security Capstone Course

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



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### HLS 501 Introduction to Homeland Security

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

### HLS 502 Intelligence Analysis and Homeland Security

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

### HLS 503 Homeland Crisis Management

This course covers the essential framework for effective crisis management at the domestic level. Different theories and management models will be covered and examined in relation to homeland crises threats. Seamless interrelationships of local, state and the federal level management sectors are important in a homeland natural disaster or terrorist act. "Manager under Fire" Scenarios will be used to give the student an opportunity to differentiate among different models, and to apply the most effective style. *Prerequisite: HLS 501; HLS 502; MHE 509*

### HLS 571 Introduction to Cybersecurity

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

### HLS 572 Cyber Threat Intelligence

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

### HLS 573 Cyberterrorism and Cyber Warfare

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

### 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



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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. Under the professor's direction, the student will be designing and developing an integrative project covering the essential learning expectations of a mid-level, HRM



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professional. In this process attention will be given to the subject matter needed to successfully complete certification requirements in the 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*





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#### 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*



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#### 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 Bachelor's to Master's 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 Bachelor's to Master's 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

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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 530 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.

#### ITM 533 IT Project, Logistics and Contract Management

This course discusses the theoretical and practical aspects of managing information systems projects, including the underlying considerations of economic analysis, organizational behavior, team dynamics, and legal and regulatory oversight (such as HIPAA and Sarbanes-Oxley). Using a life cycle management model, the course focuses on the grounding of IS projects in larger organizational strategies; creating project plans, budgets, and schedules and related monitoring activities; establishing a balance between socio-organizational needs and technical opportunities and limitations in an environment where both sets of elements are changing rapidly while the process is under way; the advantages and limitations of project management technologies; and changing economic considerations such as outsourcing, logistics management, and the political interactions that make managing IT projects particularly complicated.



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#### ITM 535 Business Intelligence: Data Mining, Data Warehousing, and Data Analytics

This course covers principles and practices in gathering and synthesizing business intelligence, including competitive intelligence, environmental scanning, and issues management; information evaluation and synthesis; and the role of strategic information in modern organizations. The impacts of data warehousing, archives management, and data mining technologies and related search tools are considered. Data analytics from applied technologies such as Customer Relations Management (CRM) are also explored.

#### ITM 537 Principles of Information Security Auditing and Digital Forensics

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

#### ITM 538 Knowledge Management and Information Services

Knowledge management principles such as the distinctions between data, information, and knowledge; the need for both tacit and explicit knowledge; and information ecologies are explored. Potential contributions of collaboration technologies, knowledge audits, and other sociotechnical interventions to the development of an information-rich and business-oriented organizational culture are further developed. Technical issues of knowledge acquisition, knowledge representation, and knowledge storage and retrieval are also explored.

#### ITM 540 Database and Knowledge-Base Management

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

#### ITM 546 Advanced Systems Analysis and Design

This course provides the student with methodology concepts, techniques, and tools for systems analysis and design modeling. The materials build upon the comparison of analysis and design techniques to identify business problems and system solutions. Structured and object-oriented methods are introduced for the decomposition of complex systems.

#### ITM 547 Techniques of Data Mining and Related Analytical Procedures

This course introduces students to the practical aspects of data mining, and the use of large-scale databases for development of corporate strategic information. Both primary and secondary uses of corporate data will be explored. Students will gain practice in the use of statistical techniques for data interpretation, structuring databases for effective analysis, and interpretation of results for the development of both practical recommendations and ideas for future research.



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### ITM 550 Network Planning and Administration

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

### ITM 555 Systems Engineering

This course focuses on the principles of software engineering to address quality in software development. Logical design, modularization techniques, testing strategies, and quality assurance are emphasized through a combination of theory, enterprise systems, and application.

### ITM 560 IT Management for Specialized Technologies

Specialized IT applications provide both opportunities for the organization and challenges for the IT management to plan, deploy, manage, and assess system effectiveness. Often these applications are complex and demanding, both of resources and development technology. Many organizations are turning to IT to develop and deploy training systems or e-learning systems, human resource information systems, and customer relations management systems, all of which present some unique challenges to IT management. Although many other specialized technologies could be discussed, the e-learning, HR systems, and CRM systems will be emphasized to facilitate understanding of how to effectively manage diverse and critical technologies in organizations.

### ITM 580 Strategic Planning for IT

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

### ITM 590 Integrative Project (Capstone Course)

The capstone course is designed to further demonstrate the student's abilities to apply and synthesize the knowledge obtained in the MSITM program. Students will have the opportunity to address organizational challenges through case based analysis while cultivating a broad foundation to evaluate problems and solutions in their professional fields.

### ITM 603 Foundations of Information Systems Research

This course will introduce students 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.



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### 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 401 Leadership Research Methods

This course aims to introduce students to a scientific approach to the study of leadership. Students acquire introductory skills in qualitative research and are able to critically evaluate qualitative studies in the literature. *Prerequisite: MGT 301; MGT 302*

### LED 402 Leadership Training and Development

This course provides an overview of the role of leadership training and development within an organization. Topics include how organizations train and develop their leaders, performance management as an evaluative and developmental tool, and the strategic development of leadership. *Prerequisite: MGT 301; MGT 302*

### LED 514 Mentoring and Developing Employees

Research shows that coaching is the most underutilized of the management styles required to be a successful leader. In this course, students will develop their coaching capacity as leaders 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*



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### 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 301; MGT 302*

### LOG 302 Operations Management Control

Operations management focuses on carefully managing the processes to produce and distribute products and services. This course is a survey of the decision processes in production and operations management and their relationship to other business functions. Topics include project and resource planning and scheduling, inventory management, materials requirement planning, quality and maintenance management, capacity planning, facilities layout, and process improvement. There is particular emphasis on the systematic use of information to maintain the efficient flow of materials, utilization of people and technology, coordination with suppliers, and communication with customers. *Prerequisite: MGT 301; MGT 302*

### LOG 401 Introduction to Global Logistics Management

Logistics is fundamentally that area charged with the management of time, distance and information for the company, whether it deals with goods or services. It is considered to be one of the principal



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activities necessary to meet the challenges of globalization and the interconnection of business activity. This course introduces you to the changing and increasingly important role of logistics in the global business arena. You will explore the areas of inventory planning and management, supply chain integration, transportation and distribution, and warehousing; logistics information systems architectures and implementation strategies; and logistics organization design alternatives. *Prerequisite: MGT 301; MGT 302*

#### LOG 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 overarching goal of this course is designed to develop culture awareness, and promote intercultural





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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 Bachelor's to Master's 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 Bachelor's to Master's 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 Bachelor's to Master's 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

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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 overarching 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



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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

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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.



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### 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 child care facility. The Session Long Project will include: feasibility, statement of philosophy, goals, objectives, budgeting, policies and procedures manual, staff manual and evaluation plan, while using the governmental and state rules and regulations.

### MAE 539 Special Topics in Adult Education and Training

This course provides advanced study in special topics and explores different content areas tailored to the student of adult education and training. Students analyze various criteria for enhancing adult training programs that are responsive to the challenges in our world system. Through the case studies with in-depth critiques of selected situations, students develop insight into the range of methods and strategies employed to sustain programs applicable to 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.



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#### 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.



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### 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.



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### 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.

## **MBC – Medical Billing and Coding**

### MBC 101 Accounting & Bookkeeping Fundamentals





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This course provides instruction in accounting and bookkeeping. Topics include instruction in basic skills necessary to perform entry-level word processing functions on the computer using Microsoft Word. The course prepares the student to work in a health care setting using medical office management software.

#### MBC 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.

#### MBC 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.

#### MBC 160 Electronic Health Records/Legal/Other

The Electronic Medical Records course provides a basic overview on how to successfully manage electronic medical records (EMRs) in different health care settings. Students will learn EMR concepts, terminology, regulations, and procedures related to medical records.

#### MBC 170 Coding I

This is the first course of a four-semester course series. Students will be introduced to ICD-10-CM diagnostic coding as it pertains to physician offices with a focus on symptoms, signs and abnormal clinical findings, and general factors influencing health status and contact with health services. 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.

#### MBC 175 Coding II Path & Pharm

Students will learn the key factors of evaluation and management code assignment and levels of evaluation and management service. Students will learn to assign evaluation and management codes in this course and identify documentation guidelines.

#### MBC 180 Health Communications & Ethics

This course will investigate the nature of health communication. Topics will explore the theory, research, and skills associated with communicating in various care contexts. This will include communication among providers, family caregivers, patients, healthcare organizations, and in mediated messages in the marketing and promotion of health information and the politics of health care. We will examine the sociohistorical, interpersonal, narrative, and translational aspects of health in order that you may become more mindful, educated, and effective health communicators.



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### MBC 190 Reimbursement I

This is the first course of a two-course series. Students will study the use of coded data and health information in reimbursement and payment systems appropriate to all healthcare settings and managed care. Focus is on prospective payment system, third-party payers, and billing and insurance procedures. The course will also cover additional information including prepaid health plans, fee-for-service methodologies, charge masters, fee schedules, and managed care.

### MBC 191 Reimbursement II

This is the second course of a two-course series. Students will continue the study of coded data and health information in reimbursement and payment systems appropriate to all healthcare settings and managed care. Focus is on prospective payment system, third-party payers, and billing and insurance procedures. The course will also cover additional information including prepaid health plans, fee-for-service methodologies, charge masters, fee schedules, and managed care. Emphasis will be placed on billing patient reports in a virtual environment.

### MBC 200 Coding III Path & Pharm

This course introduces the student to the next level of procedural coding which involves the CPT manual and its uses and contents, including Levels I, II & III coding modifiers. This subject introduces students to DRGs and HCPCS billing procedures.

### MBC 205 Coding IV Path & Pharm

This subject is a continuation of Medical Coding III covering CPT, DRGs, laboratory, pathology, and radiology codes.

### MBC 210 Professional Practice Experience

This course provides instruction in the latest edition of ICD-10-CM coding and classification systems for outpatient facilities and physician services to assign valid diagnostic codes. The course provides practical applications and practice in coding and utilization of the ICD-10-CM coding system.

## **MGT – Management**

### MGT 280 Management Principles

The purpose of this course is to explore contemporary management theory. Students will acquire skills to further enhance managerial decision making. Business, government and nonprofit organizations are explored in the context of managerial decisions.

### MGT 281 Management and Organization

The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior. Students engage in analysis of leadership, teamwork, career development, and empowerment. Emphasis is on the business environment; interpersonal and intergroup processes and relationships in organizations.

### MGT 282 Human Resource Management Principles

This course addresses the managing of human resources. Issues of recruitment, compensation, training, performance appraisals, benefits administration, and workplace diversity will be explored.



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### MGT 301 Principles of Management

The purpose of this course is to explore contemporary knowledge in management and to develop and to improve managerial skills. The course focuses on three broad tasks of management: managing strategy, managing structure, and managing people. Students will develop skills in strategic planning, operational design, and using change as a positive force. While students may choose not to enter the ranks of management, everyone is impacted by managerial decisions, whether at work, through government, or in social organizations. A better understanding of managerial tasks and processes can benefit all organizational participants, managerial and non-managerial alike. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project. *Prerequisite: ENG 101*

### MGT 302 Organizational Behavior and Teamwork

The purpose of this course is to develop student skills in applying theories and concepts of organizational behavior introduced in earlier courses to enable the student to identify and resolve behavioral issues within global organizations. Topics include factors affecting individual and group motivation in the workplace, development of effective groups and teams, organizational cultures, ethical issues in organizational behavior, as well as organizational behavior issues in global organizations. *Prerequisite: ENG 101*

### MGT 401 Leadership and Change

The purpose of this course is to explore the role of leadership within an organization and its pivotal impact in facilitating and managing organizational change. Students will explore opportunities to apply this knowledge in the development of his/her potential for becoming an effective organizational leader within a global context. The course will include such topics as: basic leadership theory and models, globalization and strategic planning, leadership succession and human resources, leadership's role in organizational change and development, and the nature and role of internal and external stakeholders in relation to leading organizational change. Mastery of these skills will be demonstrated by the student through the completion of a session-long application project, approved by the professor. *Prerequisite: MGT 301; MGT 302*

### MGT 407 Principles of Human Resource Management

This course addresses the challenges of managing human resources in a way that helps to create a sustainable competitive advantage. Issues of recruitment, compensation, training, performance appraisals, benefits administration, and workplace diversity will be explored. Special attention will be paid to global human resource issues. *Prerequisite: MGT 301; MGT 302*

### MGT 411 Advanced Topics in Human Resource Management

This course examines advanced topics in human resource management including: compensation (salaries, benefits, pay for performance, and bonuses), worker's compensation, risk management, and managing workplace safety and health. *Prerequisite: MGT 407*

### MGT 412 Human Resource Management and Law

The purpose of this course is to introduce the student to federal, state and local laws governing the relationship between employer and employee. The course will expose the student to the regulations

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governing employment practices including background checks, discrimination, employee records, retention, employee compensation and benefits, disciplinary action and termination. The student, through the completion of a session-long application project will demonstrate mastery of these skills.

*Prerequisite: MGT 407*

#### MGT 420 Power, Influence, and Persuasion

While all members of organizations use power and influence in varying degrees and ways, tacitly and explicitly, leaders routinely employ power to direct and influence the activities of others. This course will cover the sources and use of power, including the role of power in motivating others; the consequences of different types of power; and political processes, strategies and tactics – including persuasion. The goal of the course is to teach students how to effectively navigate the political environment of business organizations. *Prerequisite: MGT 301; MGT 302*

#### MGT 422 Decision Making for Leaders

This course will introduce you to the theory and practice of decision making in a leadership context. Specific topics covered will include the major types of decisions, rational and intuitive decision-making, decision-making biases, and group decision-making techniques. An emphasis will be placed on applying textbook theories to real world leadership situations

#### MGT 423 Organizational Development and Change

This course will introduce students to the theory and practice of how organizational leaders can implement interventions that lead to lasting organizational change and improve organizational performance. Specific topics will include diagnosis and evaluation of organizational processes, resistance to change, organizational culture, and implementation of organizational interventions.

*Prerequisites: All program core requirements and concentration required courses.*

#### MGT 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 Bachelor's to Master's 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 Bachelor's to Master's Dual Credit Program*



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#### 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 Bachelor's to Master's Dual Credit Program*

#### 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

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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.



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## **MHA – Health Administration**

### MHA 506 Health Care Systems Organization

This course will acquaint the students with the various functional departments within a typical healthcare delivery facility. More specifically, students will develop an understanding of the roles and responsibilities of healthcare practitioners working within these departments; the contributions these departments make in the provision of healthcare; and how these departments interact with one another.

### MHA 507 Health Care Delivery Systems

The goal of this class is to provide an overview of major issues related to the design, function, management, regulation, and evaluation of the US healthcare delivery system. The focus will be placed on managed care organizations, integrated delivery systems, accountable care organizations, and patient centered medical homes. The main learning objective of this course is to prepare students as managers, policy analysts, public health advocates, or researchers working with or within the health care delivery system.

### MHA 599 Health Administration Capstone Course

MHA 599 is the capstone course of the Master of Science in Health Administration and, as such, is based on the required core courses of the degree program. The culminating experience entails synthesis and integration of all previously learnt materials, but is focused on implementation to and within a real-world healthcare (service oriented) setting. Students will prepare an integrated and comprehensive final paper.

## **MHD – Health Education**

### MHD 504 Health Promotion, Program Planning, Design and Evaluation

The purpose of this course is to teach students how to plan, implement, and evaluate health promotion programs in various settings. Needs assessment methods, planning models, goals and objectives setting, strategy selection, data collection, and quality and evaluation issues will be addressed.

### MHD 508 Health Behavior and Change

In this course, theory and applied concepts of health behavior change are introduced to the health educator. Current epidemiological findings pertaining to health behaviors as well as the different models and theories of health behavior from the perspective of individuals, organizations, communities, and society are explored and discussed.

### MHD 521 Perspectives in Community Health Education

The course presents an overview of community health practices, healthy communities, Healthy People 2020, school-based health programs and services, power of prevention on controlling chronic diseases to improve quality of health, and role of public and community health nutritionists as community health educators.



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### 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.

## **MHI – Health Informatics**

### MHI 500 Introduction to Health Informatics

This course provides a multi-disciplinary introduction to health informatics. The course explores the nature of informatics in health care delivery and focuses on the clinical applications of information technology including hardware, software, systems, and conceptual models of information. Different data types and data models are explored across various functional aspects of health care disciplines.





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Focus is given to comparing and contrasting the various data types and data models of different health care disciplines and examining ways they may be integrated.

#### MHI 502 Information Systems in the Delivery of Health Care

This course focuses on the design, implementation and components of Health Care Information Systems. The course covers the history of Health Care Information Systems and examines the changing uses and expectations of these systems at each level of development. The course explores new options in technology and design, which will enable clinically driven Information Systems of the future. The needs of multiple health care disciplines are explored to understand how they can share and communicate patient information using integrated information and technology systems. *Prerequisite: MHI 500*

#### MHI 504 Systems Analysis for Health Informatics

The purpose of this course is to assist the student in understanding the components, process and tools used in understanding the necessary components of a health information system. The course will focus on the variety of approaches and tools available for systems analysis. Students will have experience with modeling tools and rapid prototyping tools. *Prerequisite: MHI 500*

#### MHI 508 Health Information Systems Security

This course will address security issues as they impact health information systems. Physical security of the hardware and software including redundancy, back up and restricted access will be discussed. Security and appropriateness of access will be addressed in terms of both hardware and software solutions. Data integrity, auditability and system integrity will be considered along with the unique problems, which result from network access. Solutions to these concerns will be discussed in terms of industry standards which already exist and are still evolving.

## **MHM – Healthcare Management**

#### MHM 502 Health Care Finance

This course focuses on the financing and reimbursement functions associated with health care in the United States. Health care finance refers to a system which collects funds from different sources, pools health and financial risks, allocates resources, and purchases goods and services. This course will follow the fund flow through three major health care financing mechanisms in the US health care system including Medicare, Medicaid, and private health insurance. Attention is paid to how funds are organized and what payment strategies are adopted. This course will prepare students with contemporary knowledge and analytical tools in health care finance that will enhance their capabilities and skills in health administration. *Prerequisite: MHA 506; MHA 507*

#### MHM 505 Introduction to Quality Assurance

This course provides a survey of Utilization Review, Utilization Management, Case Management, Total Quality Management and Risk Management. The student will explore the various elements and activities that healthcare organizations engage in to assess and ensure quality. The course will also explore the various aspects of the meaning of quality in healthcare as a basis for developing a commitment to improving quality.



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### 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. *Prerequisite: MHA 506; MHA 507*

### MHM 522 Legal Aspects of Health Administration

The purpose of this course is to introduce the legal issues likely to be of importance to students that are pursuing careers in health administration and management. The course will focus on the legal rights and obligations of patients and providers in the individual health care delivery system covering a wide range of legal and regulatory issues, including mandatory reporting requirements, institutional liability, risk management, managed care, and antitrust laws. Students are introduced to basic legal principles and policymaking and regulatory environments affecting how legal rules and doctrine are formulated and how health care institutions are operated. This course is designed to provide students with the practical knowledge to identify legal issues and to understand the legal ramifications of strategic decisions.

### MHM 525 Marketing in Health Care

This course provides an overview of the foundations of marketing as they pertain to health care organizations. Marketing topics of discussion will include: Market Segmentation and Targeting; Service / Product line; and the Marketing Mix. Students will assess the marketing aspects of a healthcare organization of their choice, in a session long project paper.

## **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.



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Student will utilize learned information to prepare methods to effectively recognize, interpret, and interact with individuals from various cultural backgrounds.

#### MHS 504 Scholarly Writing in the Health Sciences

This course orients students to the scholarly writing style. Instruction will be provided in the genres and mechanics of academic writing at the graduate level. Specific elements to be emphasized are the abstract, the critique, and the literature review. Through readings, discussions, and peer review, students will develop writing skills critical to their academic success.

#### MHS 506 Biostatistics

This course provides an introduction to statistical methods used in the health sciences. Principles of statistical reasoning and theory will be introduced and applied. Topics to be addressed include but are not limited to descriptive statistics, graphical displays of data, probability, confidence intervals and odds ratios, tests for mean differences, chi-square tests for independence of means, analysis of variance, and regression analysis. *Prerequisite: BHS 220 or equivalent; RES 500*

#### MHS 599 MSHS Integrative Project

This is a culminating course for the required program and concentration courses completed toward the MSHS degree. In this course, the student will develop and present either a scholarly research paper or a competitive grant proposal using knowledge and skills acquired from their core coursework.

### **MIC – Microbiology**

#### MIC 100 Microbiology

This course covers in-depth the morphology, structure, and function of typical bacteria, viruses, and fungi. The classification of microorganisms and their characteristics and measurement of microbial growth 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.



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## 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



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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 401 Foundations of Conflict Resolution Management

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



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### NCM 501 Foundations of Conflict Resolution Management

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

### NCM 511 Mediation and Arbitration

This course will examine the foundations of mediation and arbitration in the context of growing reliance of disputing parties on alternative dispute resolution methods. In discussing mediation, topics will include mediation and mediator's standards, pre-mediation, the mediation process, dealing with impasse, components of settlement, and attributes of the mediator. In discussing arbitration, topics will include benefits of arbitration, disadvantages of arbitration, the difference between arbitration and litigation, the arbitration process, selection of arbitrator, preparation for the hearing, and the presentation of the case. *Prerequisite: NCM 501*

### NCM 512 Negotiation Strategies

This course is intended for students wishing to enhance their knowledge and better their understanding of the negotiation process. It will help them understand the underlying human behavioral and substantial factors that separate two conflicting sides, and how negotiation is an attempt to bridge these differences to reach an agreed solution. *Prerequisite: NCM 501*

## **OPM – Operations Management**

### OPM 300 Introduction to Operations Management

The purpose of this course is to identify issues related to the creation of an organization's goods and services. Students will study issues such as productivity, quality management, comparing service and manufacturing operations, just-in-time systems, capacity planning, scheduling, and inventory management and control and their relationship to other business functions like marketing, human resource management, accounting, and finance. *Prerequisite: MAT 201*

### OPM 500 Operations Management for Managers

Students in this course will learn operations and production management tools for manufacturing and service organizations. Topics covered include quality management and continuous improvement, productivity, capacity planning, acceptance sampling, forecasting, and materials requirements planning and their relationship to other business functions like marketing, human resource management, accounting, and finance. *Prerequisite: ETH 501*



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## 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.



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### 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.*





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## 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 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



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with sampling procedures and alternatives; required sample sizes for different kinds of analysis; and statistical power, including interactions of power, sample size, and effect size. Module 4 introduces the General Linear Model and the essential equivalence of most variance-based statistical methods. The course concludes with a further treatment of regression modeling, including the estimation of direct and indirect effects and ways of estimating both mediating and moderating effects in testing of complex models. Students will continue to use SPSS throughout this course. *Prerequisite: RES 600*

#### RES 603 Advanced Data Management and Analysis

This course is an in-depth study of research logistics and research designs (including experiments, quasi-experiments, observational and archival studies, and secondary analysis), survey layout and design (including creating and using multi-item scales), exploratory and confirmatory factor analysis, and the general linear model (including ANOVA, MANOVA, and ANCOVA) *Prerequisite: RES 601*

#### RES 610 Advanced Multivariate Data Analysis

This course examines the application and interpretation of advanced quantitative research methods and techniques for effective explanation and presentation of the results of such research. Topics include advanced regression techniques and effect size estimation, structural equation modeling and related latent variable estimation procedures, and advanced scaling, clustering, and factor structure estimation procedures. Opportunities for the study of specialized research tools possibly including but not limited to bootstrapping, time series analyses, multi-level research methods, social network analysis, and advanced multivariate experimental estimation techniques will also be provided as needed.

#### RES 620 Current Research in Business and Management

This course explores and analyzes recent research studies in the fields of business and management in light of the major theories, methodological approaches, and practical applications that shape them. Students develop skills in examining and critiquing research on and in organizations, and understanding of the process and practicality of doing such research, attending to levels of analysis and inference as well as data collection, measurement, and analysis. Each term, a diverse set of current research articles and studies will be analyzed to raise questions about how different research topics have been addressed and how they might be used to stimulate future studies. Students are encouraged to identify gaps in selected areas of research, as a basis for refining their selection of dissertation topics. *Prerequisite: RES 603*

#### RES 699 Directed Study in Research Methods

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.



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## 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. *Prerequisite: RMS 600*

### RMS 618 Quantitative Research and Advanced Statistics II

This course is designed to give students the necessary skills to analyze research projects. Together with the previous course (RMS608), the focus of this course is on inferential statistical procedures—with an emphasis on 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.



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### 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.

## **SVC – Speech and Verbal Communication**

### SVC 101 Introduction to Speech and Verbal Communications

This is an introductory course that 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



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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 will be able to complete the program they were admitted.

### Programs and Concentrations

<b>Degree Programs</b>	<b>Concentration(s) Placed on Teach-Out</b>
Doctor of Philosophy in Health Sciences	<ul style="list-style-type: none"> <li>• Health Education</li> <li>• Public Health</li> </ul>
Bachelor of Science in Business Administration	<ul style="list-style-type: none"> <li>• Criminal Justice Administration</li> <li>• Entrepreneurship</li> <li>• Finance</li> <li>• General Management</li> <li>• International Business</li> <li>• Leadership</li> </ul>
Bachelor of Science in Leadership	<ul style="list-style-type: none"> <li>• Criminal Justice Administration</li> </ul>
MBA	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Finance</li> <li>• International Business</li> <li>• Managerial Accounting</li> <li>• Marketing</li> <li>• Project Management</li> </ul>
Bachelor of Science in Information Technology Management	<ul style="list-style-type: none"> <li>• Business Systems Analysis Concentration</li> <li>• Information Security Concentration</li> <li>• IT Project Management Concentration</li> </ul>
Master of Science in Emergency and Disaster Management	<ul style="list-style-type: none"> <li>• No Concentration</li> <li>• Logistics</li> </ul>
Master of Arts in Education (4 Credit Version)	This program will begin teach out in January 2018



## Graduate Certificates

Graduate Certificates	<ul style="list-style-type: none"> <li>• Public Health</li> <li>• Entrepreneurship</li> <li>• Finance</li> <li>• International Business</li> <li>• Managerial Accounting</li> <li>• Project Management</li> <li>• Adult Learning</li> <li>• Instructional Systems Specialist</li> <li>• Technology and Learning</li> </ul>
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## Teach-Out Courses

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

Course	Teach Out Date	Retirement Date
MHM465	Apr 2017	
EDM 599	May 2017	Jan 2018
MKT 410	May 2017	May 2018
MKT 502	May 2017	May 2018
MKT 510	May 2017	May 2018
PRM 501	May 2017	May 2018
CJA205	Jun 2017	Apr 2018



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