UNIVERSITY CATALOG

Academic Curriculum & Student Information

January 1, 2023 - December 31, 2023

Prospective students are encouraged to review this catalog before completing an application or signing an enrollment agreement. Prospective students are also encouraged to review our School Performance Fact Sheet which will be provided to you before signing an enrollment agreement. School Performance Fact Sheets are also available at the university website Consumer Information page.

Patten University reserves the right to make changes to the provisions of this catalog, and its rules and procedures at any time, with or without notice, subject to licensing requirements. This catalog is neither a contract nor an offer to contract but merely an outline of the programs currently offered by the university and its policies.

Revised: December 2023

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University Mission

The mission of Patten University is to develop, inspire, and empower leaders to effect global and community transformation by delivering accessible, rigorous, and practical undergraduate and graduate distance education in the areas of Christian ministry, business, leadership, management, and technology.

About the University

Patten University was founded in 1976, and is a private, non-profit university owned by Patten Educational Foundation ("PEF") and accredited by the Distance Education Accrediting Commission.

Patten University seeks to advance students' deepening of faith, awareness of diverse cultures and traditions, expand their ability to think critically and independently, and acquire leadership skills and technological competencies. The University is committed to preparing students to pursue their academic and career goals, while helping them integrate faith, social responsibility, and leadership into all areas of their lives. The University strives to serve students from a broad range of ethnic, geographic, and socioeconomic backgrounds.

The University is dedicated to recruiting and retaining faculty and staff who are committed to mentoring and coaching, who demonstrate integrity through scholarship, institutional improvement, and service to the larger community; and employ innovative technologies and teaching methods that meet the needs of 21st century learners. In its recruitment and retention of students, faculty, and staff, Patten University maintains openness to all qualified persons and encourages academic freedom and diversity within the context of its core values of learning, faith and community.

The University continues the legacy of Patten Educational Foundation founder Bebe Patten, who was generations ahead of her time as a courageous voice in the Christian evangelical movement, advocating for both racial and gender equality. The institution was previously named American Graduate University, and is separate from the other institution named "Patten University" founded by PEF that operated until 2020.

Since 1944, Patten Educational Foundation founded, operated and supported several educational institutions, including Patten Bible College, Patten Academy (a K-12 school), Prison University Project, and Patten University.

Goals of the University

◆ Meet the increasing demand for ethical leadership in business and faith-based organizations through relevant and rigorous education.

◆ Provide educational delivery methods that are flexible, student-centric, and cost-effective.

◆ Provide exemplary service to students, demonstrating a commitment to diversity and inclusion in a global environment.

◆ Foster an environment that encourages faculty and student engagement and uses feedback from its community to continuously improve the quality of its instruction, technology,and services.

University Objectives

The general objectives of the University for each student are to provide:

1. A foundation in ethical leadership and management principles applicable to the operation of any business, faith-based or non-profit organization.

2. The opportunity for students to actively apply ethical leadership principles to their relevant field of study or chosen career.

3. A deeper comprehension of his or her own worldview in relation to business, leadership or ministry as a whole.

4. An increased awareness of the economic, political, technological and social environment of business, leadership and ministry within a global context.

5. An increased ability to think critically and ethically, demonstrating improved levels of written, oral, quantitative, and technology based communication skills.

6. An enhanced capacity for research through increased breadth of knowledge, critical analysis and synthesization skills.

Location

The University is headquartered on its campus at 2433 Coolidge Ave, Oakland, California 94601.

Hours of Operation

The University is open Monday through Thursday, 9:00AM to 5:00PM and Friday 9:00AM to 2:00PM (Pacific Time).

Accreditation and Approvals

Distance Education Accrediting Commission

Patten University is accredited by the Distance Education Accrediting Commission (DEAC).

The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized accrediting agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education Accreditation (CHEA).

1101 17th Street NW, Suite 808, Washington, DC 20036
Tel: (202) 234-5100
Fax: (202) 332-1386
info@deac.org
www.deac.org

California Bureau for Private Postsecondary Education

Patten is a private institution approved to operate by the California Bureau for Private Postsecondary Education (BPPE). That approval to operate means compliance with state standards as set forth in the California Education Code (CEC) and 5, California Code of Regulations (CCR).

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to:

Bureau for Private Postsecondary Education
1747 North Market Street, Suite 225, Sacramento, CA 95834
Tel: (916) 574-8900 / (888) 370-7589
www.bppe.ca.gov

Affiliations

Patten University has a partnership with the Defense Acquisition University (DAU). DAU accepts one Patten course in fulfillment of four of their Level I and II certification courses.

Academic Calendars

Patten University maintains two academic calendars; one for its undergraduate program, and one for its graduate programs.

Undergraduate Academic Calendar

Patten University's undergraduate academic calendar consists of six terms per academic year. Terms are eight weeks in length and students may enroll at the beginning of any term throughout the year. By offering courses year-round, students can complete their program in the amount of time appropriate for their life schedule.

Term	Term Start Date	Add/Drop Deadline	Last Date to withdraw with a W	Term End Date
Fall II 2023	10/22/2023	10/28/2023	12/2/2023	12/16/2023
Spring I 2024	1/7/2024	1/13/2024	2/17/2024	3/2/2024
Spring II 2024	3/3/2024	3/9/2024	4/13/2024	4/27/2024
Summer I 2024	5/5/2024	5/11/2024	6/15/2024	6/29/2024
Summer II 2024	6/30/2024	7/6/2024	8/10/2024	8/24/2024
Fall I 2024	9/1/2024	9/7/2024	10/12/2024	10/26/2024
Fall II 2024	10/27/2024	11/2/2024	12/7/2024	12/21/2024
Spring I 2025	1/5/2025	1/11/2025	2/15/2025	3/1/2025
Spring II 2025	3/2/2025	3/8/2025	4/12/2025	4/26/2025

Graduate Academic Calendar

Patten University utilizes a flexible, overlapping term-based structure in its graduate programs. Students may enroll in a term at the beginning of each month. Each term is 16 weeks in length, although students have access to course materials and faculty during the week after the course ends. Graduate students may enroll in one to four courses per term (3 to 12 semester credits). Students have access to all course materials and faculty during the week after the term ends.

Term	Term Start Date	Add/Drop Deadline	Last Date to withdraw with a W	Term End Date
March 2023	03/01/2023	03/08/2023	05/27/2023	06/21/2023
April 2023	04/01/2023	04/08/2023	06/30/2023	07/22/2023
May 2023	05/01/2023	05/08/2023	07/30/2023	08/21/2023
June 2023	06/01/2023	06/08/2023	08/30/2023	09/21/2023
July 2023	07/01/2023	07/08/2023	09/29/2023	10/21/2023
August 2023	08/01/2023	08/08/2023	10/30/2023	11/21/2023
September 2023	09/01/2023	09/08/2023	11/30/2023	12/22/2023
October 2023	10/01/2023	10/08/2023	12/30/2023	01/21/2024
November 2023	11/01/2023	11/08/2023	01/30/2024	02/21/2024
December 2023	12/01/2023	12/08/2023	02/29/2024	03/22/2024
January 2024	01/01/2024	01/08/2024	03/31/2024	04/22/2024
February 2024	02/01/2024	02/08/2024	05/01/2024	05/23/2024
March 2024	03/01/2024	03/08/2024	05/30/2024	06/21/2024
April 2024	04/01/2024	04/08/2024	06/30/2024	07/22/2024
May 2024	05/01/2024	05/08/2024	07/30/2024	08/21/2024
June 2024	06/01/2024	06/08/2024	08/30/2024	09/21/2024

Official Holidays

All University offices are closed on:

- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving Day, and the Friday following Thanksgiving
- Christmas Eve through the first business day after New Years Day.

Students still have access to their coursework during holidays.

Admissions

Statement of Non-Discrimination

Patten University admits students of any race, color, religion, sex, age, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to the students of the University. It does not discriminate on the basis of race, color, religion, sex, age, handicap, disability, marital status, national and ethnic origin, nor any other characteristic protected under applicable federal, state, or local law in administration of its educational policies, admission policies, and other school administered programs.

Admission Requirements

Undergraduate Degree Requirements

Patten University admits undergraduate students on a rolling basis, and eligible students may start classes at the beginning of any of the undergraduate terms offered throughout the year.

To be admitted into an undergraduate degree program, students must hold a high school diploma or its equivalent (such as a GED).

Applicants must complete an application at www.patten.edu.

Graduate Certificate Requirements

Master's Certificates provide concentrated training in focused areas based on Patten's graduate coursework. To be admitted, students must hold a Bachelor's degree from an institution accredited by an institutional accrediting agency recognized by the United States Department of Education, or its international equivalent. Three years work experience is recommended, but not required.

Graduate Degree Requirements

To be admitted into a Master's degree program, students must hold a Bachelor's degree from an institution accredited by an institutional accrediting agency recognized by the United States Department of Education, or its international equivalent. Three years work experience is recommended, but not required.

Official Transcripts

Official transcripts must be sent directly from colleges or universities. Electronically-issued transcripts and other documentation can be sent to admissions@patten.edu.

Paper-based transcripts and records should be sent to:

> Patten University - Transcript Office
> 548 Market St PMB 98598
> San Francisco, CA 94104-5401

Foreign Educational Credentials

An applicant who has completed university-level courses in a foreign country must have their educational credentials evaluated and sent to Patten University. The credit evaluation report must also include the original transcript. If the transcript is not in English, a translation must be provided. Three reputable foreign credential evaluation service providers are suggested below.

> World Education Services (WES – http://www.wes.org/)
> Educational Credentials Evaluators, Inc. (ECE – http://www.ece.org/)
> International Education Research Foundation (IERF – http://www.ierf.org/)

Proof of English Proficiency

Patten University requires proof of English proficiency from students for whom English is not their native language. Students who have earned at least 30 credits from an internationally-recognized college or university in which English was the language of instruction may have this requirement waived. In this instance, an average grade of C or higher is required for undergraduate admissions, while an average grade of B or higher is required for graduate admissions.

> TOEFL iBT - https://www.ets.org/toefl.html
> Minimum Score:
> > Undergraduate: 61
> > Master's: 71
>
> How to Submit:
> > Select Patten University or Designated Institution Code 4620
>
> IELTS - https://www.ielts.org
> Minimum Score:
> > Undergraduate: 6.0
> > Master's: 6.5
>
> How to Submit:
> > Account Name: Patten University
> > Address:
> > > Admissions and Registrar
> > > 548 Market St PMB 98598
> > > San Francisco, CA 94104

United States
Score Delivery: E-Delivery

Duolingo - https://englishtest.duolingo.com/applicants
Minimum Score:

Undergraduate:	95
Master's:	100

How to Submit:

See: https://englishtest.duolingo.com/applicants

Pearson Test of English (PTE) - https://www.pearsonpte.com/
Minimum Score:

Undergraduate:	44
Master's:	50

How to Submit:

1. Select Patten University as an official test score recipient from PTE database of institutions.
OR
2. Send your Score Report Code to admissions@patten.edu

Technology Requirements

In order to fulfill the requirements of the Patten course curriculum, all students are required to have access to an internet-enabled device with a web-browser, an email account, a word-processing program, and a spreadsheet program. Microsoft Office or Google Suite is sufficient.

Admissions Policies

Application Instructions for Admission

The application may be found on the Patten University website at www.patten.edu.

Accommodations for Students with Disabilities

Applicants and prospective or current students with disabilities who require adjustments and/or auxiliary aids throughout the admissions process, and/or throughout their studies should contact the Director of Admissions and Student Achievement for assistance. It is the student's responsibility to request accommodations and to provide current and supporting documentation from a medical doctor or clinician explaining the nature and limitations of their disability. The institution will work with the person to make reasonable accommodations and adjustments to enable him/her to fully participate in the admissions process and educational programs.

Transfer Credit

Students may receive transfer credit for courses taken at other accredited educational institutions. Approval for specific courses will be established individually on the basis of breadth, scope, organization, and quality of work offered in relation to the courses required by Patten University. An applicant who wishes to receive such an evaluation must provide official college transcripts from the transferring institution. Because course content and instructional quality varies across institutions, transfer of credit is at the sole discretion of Patten University. Transcripts from non-US based institutions must be evaluated by an appropriate third party.

Undergraduate Transfer Credit

Only grades of C or higher will be considered for undergraduate transfer credit. Transfer credits that are recognized and accepted by Patten University are not factored into the calculation of the student's grade point average.

No more than 75% of the credits required for an Associate of Arts degree or Undergraduate certificate program may be fulfilled via transfer credit.

If an applicant's request for undergraduate-level transfer credit is denied, they may appeal the decision to the Patten Director of Undergraduate Studies (dcuadra@patten.edu). The appeal should include the name of the Patten course, the name of the institution, the previous course taken, and a detailed explanation, with supporting material, of why the applicant believes the course taken at another institution is similar in content to the Patten course.

Graduate Transfer Credit

Only grades of B or higher will be considered for graduate credit. Transfer credits that are recognized and accepted by Patten University are not factored into the calculation of the student's grade point average.

No more than 50% of the credits required for a Master's degree or Graduate certificate program may be fulfilled via transfer credit.

If an applicant's request for graduate-level transfer credit is denied, they may appeal the decision to the Patten Chief Academic Officer (nate@patten.edu). The appeal should include the name of the Patten course, the name of the institution, the previous course taken, and a detailed explanation, with supporting material, of why the applicant believes the course taken at another institution is similar in content to the Patten course.

First Term Registration

A newly accepted student at Patten must enroll in their first term within 90 days of acceptance. A student is subject to unenrollment from the University if they do not meet this requirement.

Enrollment Prior to Admission

Students are eligible to register for a single term while they complete the application process, including providing the university any required documentation for admission. Students may not enroll in a subsequent term unless or until they have met all requirements.

Student Verification

Students are required to submit a government-issued photo ID as part of their application. The photo ID will only be used to verify identity throughout the program. All students are issued a student ID number.

Notice Regarding Transferability of Credits Earned at Patten University

The transferability of credits you earn at Patten University is at the complete discretion of an institution to which you may seek to transfer. Acceptance or recognition of the certificate or degree you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits, certificate or degree that you earn at Patten are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at Patten will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Patten University to determine if your credits, certificate or degree will transfer or be recognized.

Academic Policies

Academic Load

Undergraduate

Undergraduate students may take either one or two courses per term (3 or 6 semester credits). A full-time course load is considered two courses (6 semester credits) per term; a part-time course load is considered one course (3 semester credits) per term.

Each term is 8 weeks in length.

Graduate

Graduate students may take between one and four courses per term (3 to 12 semester credits). A full-time course load is considered three or more courses (9+ semester credits) per term; a part-time course load is considered two or fewer courses (6 or less semester credits) per term. Because of the significant workload associated with graduate-level courses, students should consult with the Director of Admissions and Student Achievement *prior* to registering for more than three courses in a term.

Each term is 16 weeks in length. Students have access to all course materials and faculty during the week after the term ends.

Credit Hour Definition

Patten University utilizes the commonly accepted definition of semester credits (also referred to as "units") to measure its academic courses and programs. One semester credit is the equivalent of 15 hours of academic engagement and 30 hours of preparation. Accordingly, each 3-unit course offered by Patten University is normally achieved via 45 hours of academic engagement and 90 hours of preparation.

Grading Policy

Undergraduate Grading Policy

The course grade is the weighted average of the individual course module assignments, quizzes, midterm examinations, projects, final papers and/or final examinations as determined by the course syllabus. Patten calculates grades numerically, which are then converted to final letter grades. The minimum passing grade for each undergraduate course is 65% (D).

Grades	Quality Points
A (90-100%)	A = 4.0
B (80-89%)	B = 3.0
C (70-79%)	C = 2.0
D (65-69%)	D = 1.0
F (Below 64%)	F = 0.0

Students may view their grades at any time by logging into the Learning Management System.

Grade of "W" (Withdraw) - Undergraduate

Undergraduate students may be issued a grade of W (Withdraw) if they withdraw prior to midnight of the last day of Week 6 of the term (see Undergraduate Academic Calendar). The grade of W does not factor into the calculation of a student's GPA.

Grade of "F/I" (Fail/Incomplete) - Undergraduate

Undergraduate students who withdraw after the Week 6 deadline will receive the grade of F/I (Fail/Incomplete). The grade of F/I is worth zero quality points, and does factor into a student's GPA.

Grade of "I" (Incomplete) - Undergraduate

A grade of I (Incomplete) may be granted, under rare circumstances, only if a student has attempted at least 60% of points for graded coursework, can provide a serious and compelling reason for an

extension of the regular term length, can mathematically pass the course with a satisfactory grade on any outstanding assignment(s), and is not on academic probation.

Students must request the "Incomplete" from the course instructor and the Director of Undergraduate Studies prior to attempting the final summative assignment of the course, who will jointly determine if an incomplete grade is warranted. Students may be allowed up to 14 days from the end of the term to resolve an incomplete, after which time the grade will be calculated based on the total points earned. A student is allowed only one attempt on a final project or final exam within the incomplete period.

Graduate Grading Policy

The course grade is the weighted average of the individual course module assignments, quizzes, midterm examinations, projects, final papers and/or final examinations as determined by the course syllabus. In most courses the lesson examinations (which may include a project) are worth approximately 80%, while the final examination is worth approximately 20%. Patten calculates grades numerically, which are then converted to final letter grades. Students must receive a minimum grade of 80% for each course.

Grades	Quality Points
A (90-100%)	A = 4.0
B (80-89%)	B = 3.0
F (Below 80%)	F = 0.0

Students may view their grades at any time by logging into the Learning Management System.

Grade of "W" (Withdraw) - Graduate

Graduate students may be issued a grade of W (Withdraw) if they withdraw by midnight of the last day of Week 12 of the term (see Graduate Academic Calendar). The grade of W does not factor into the calculation of a student's GPA.

Grade of "F/I" (Fail/Incomplete) - Graduate

Graduate students who withdraw after the Week 12 deadline will receive the grade of F/I (Fail/Incomplete). The grade of F/I is worth zero quality points, and does factor into a student's GPA.

Grade of "I" (Incomplete) - Graduate

A grade of I (Incomplete) may be granted, under rare circumstances, only if a student has attempted at least 60% of points for graded coursework, can provide a serious and compelling reason for an extension of the regular term length, can mathematically pass the course with a satisfactory grade on any outstanding assignment(s), and is not on academic probation.

Students must request the "Incomplete" from the course instructor and Director of Admissions and Student Achievement prior to attempting the final summative assignment of the course, who will

jointly determine if an incomplete grade is warranted. Students may be allowed up to 21 days from the end of the term to resolve an incomplete, after which time the grade will be calculated based on the total points earned. A student is allowed only one attempt on a final project or final exam within the incomplete period.

Repeating Courses

A student may choose to repeat a course if they have received a non-passing grade or if it is necessary to raise their GPA in order to meet the University's Satisfactory Academic Progress policy. When a student repeats a course and receives a higher grade, the higher of the grades will be used for calculating the GPA. Repeated courses are subject to tuition as calculated at the per-credit rate for the student's program, as detailed in the Enrollment Agreement.

Registration and Adding/Dropping of Courses

Undergraduate Student Registration

Undergraduate students may self-register in Patten's Learning Management System, or may be registered by the institution's Director of Undergraduate Studies. Undergraduate students are free to add and drop classes prior to the seventh day of the term (see [Undergraduate Academic Calendar](#)).

To drop a class after this deadline, or to withdraw from the University, undergraduate students must contact the Director of Undergraduate Studies at dcuadra@patten.edu.

Graduate Student Registration

Graduate students may self-register in Patten's Learning Management System, or may be registered by the institution's Registrar. Graduate students are free to add and drop classes prior to the seventh day of the term (see [Graduate Academic Calendar](#)).

To drop a class after this deadline, or to withdraw from the University, undergraduate students must contact the Registrar at registrar@patten.edu.

Administrative Withdrawal

Undergraduate

The institution may administratively withdraw an undergraduate student from a course from the beginning of week two through the end of week six if the student shows no academic activity in the course for 14 consecutive calendar days. Academic activity at the undergraduate level includes submitting any assignment, including discussion posts. Attendance at a synchronous session does not, on its own, constitute academic activity for purposes of undergraduate

administrative withdrawals. Undergraduate students who are administratively withdrawn may appeal within **7 days** of their withdrawal. Appeals should be directed to appeals@patten.edu. Upon approval, students will be reinstated in the course and must demonstrate continued progress. Undergraduate students who are administratively withdrawn shall be subject to the [Undergraduate Tuition Refund Policy](#).

Graduate

The institution may administratively withdraw a graduate student from a course from the beginning of week two through the end of week twelve if the student shows no submitted assignments in the course for 30 consecutive calendar days. Graduate students who are administratively withdrawn may appeal within **14 days** of their withdrawal. Appeals should be directed to appeals@patten.edu. Upon approval, students will be reinstated in the course and must demonstrate continued progress. Graduate students who are administratively withdrawn shall be subject to the [Graduate Tuition Refund Policy](#).

Program Transfer

Currently-enrolled students who wish to transfer into another program may contact the Registrar for assistance. TransferringI into another program may require the submission of additional information or completion of additional requirements. It may result in the inability to apply credits that have already been earned to the new program. Transfer credit that has already been awarded may be affected by a program transfer.

Requirements for Graduation

Undergraduate Degree Program

To receive the degree, the student must complete the following:

◆ Successfully complete the courses required for the degree program within six (6) years with a GPA of 2.0 or higher
◆ Clear any past-due balances

Undergraduate Certificate Program

To receive the certificate, the student must successfully complete the courses required for the certificate program within four (4) years with a GPA of 2.0 or higher.

Graduate Degree Programs

To receive the degree, the student must meet the following requirements:

◆ Successfully complete the courses required for the degree program within seven (7) years with a GPA of 3.0 or higher
◆ Successfully complete a written [Comprehensive Examination or Final Project](#).
  ○ Graduate students pursuing a [Master of Leadership](#) or [Master of Project Management](#) must complete either a [Comprehensive Examination or university-approved Final Project](#).
  ○ Graduate students pursuing any [Master of Business Administration](#) degree must complete a [Final Project](#).
◆ Clear any past-due balances

Graduate Certificate Programs

To receive the certificate, the student must successfully complete the courses required for the certificate program within seven (7) years with a GPA of 3.0 or higher.

Satisfactory Academic Policy

Undergraduate Satisfactory Academic Progress Policy

In order for students to meet satisfactory academic progress (SAP), they must maintain a minimum cumulative grade point average of 2.0. Students who fail to meet satisfactory academic progress will be placed on academic probation.

Academic Probation

Undergraduate students whose minimum cumulative grade point average falls below 2.0 will be placed on academic probation. Students must resolve their academic probation by remediating any failed courses and raising their cumulative GPA to 2.0 or higher within two academic terms, or else they will be subject to dismissal from Patten.

Unsatisfactory Progress

Undergraduate students must show regular progress toward completion of their degree or certificate program by satisfactorily completing at least one course per year. Students not showing any academic progress for a period of one year are subject to dismissal from the University.

Maximum Time Frame

Students enrolled in an associate degree program must complete their program within six years.

Dismissal

Students are subject to dismissal from the University if they do not resolve their academic probation status within two terms, do not complete at least one course per calendar year, or do not complete their associate program within four years. An academically dismissed student will not be allowed to re-enroll for a period of two terms before a consideration of reinstatement may be made.

Leave of Absence

Students may receive a leave of absence by contacting the Director of Admissions and Student Achievement and stating the reason for their request and the expected date of return. All leaves of absence must be approved by the University in advance. Students are exempt from the institution's Unsatisfactory Progress policy while on Leave of Absence.

Appeals

Patten understands that its students are working adults with competing priorities and responsibilities. Patten wants its students to succeed and to graduate, and will work to make reasonable accommodations for each student's situation.

If an undergraduate student has been dismissed from Patten University based on a violation of its Satisfactory Academic Progress policies, the student may petition the University for readmission. Any decision to dismiss a student may be appealed to the Director of Undergraduate Studies, Patten University, 2433 Coolidge Ave, Oakland, CA 94601 or by email to dcuadra@patten.edu.

Graduate Satisfactory Academic Progress Policy

Graduate students must complete all registered courses within the standard 16 week term. Students who do not complete registered courses within this term will be subject to a grade of W, F/I, or I, depending on their date of withdrawal from the course and the institution's policy on Incomplete grades.

Graduate students must maintain a minimum cumulative grade point average of 3.0.

Academic Probation

If a graduate student receives a failing grade (less than 80%) in two courses within the same term, or if they fail to maintain a minimum cumulative grade point average of 3.0, they will be placed on academic probation. The student may then take only one additional course while retaking the failed courses in their subsequent term. If a student does not clear the academic probation within one calendar year, they will be subject to dismissal from Patten.

Unsatisfactory Progress

Graduate students must show regular progress toward completion of their degree or certificate program by satisfactorily completing at least one course per year. Students not showing this level of academic progress are subject to dismissal from the University.

Maximum Timeframe

Students enrolled in a graduate degree or certificate program must complete their program within seven (7) years.

Dismissal & Appeal

Students are subject to dismissal from the University if they do not resolve their academic probation status within one calendar year, do not complete at least one course per calendar year, or do not complete their program within seven (7) years.

Students are eligible to appeal their dismissal with documentation of mitigating circumstances. Appeals are considered on a case-by-case basis by the President.

Leave of Absence

Students may receive a leave of absence by contacting the Director of Admissions and Student Achievement and stating the reason for their request and the expected date of return. All leaves of absence must be approved by the University in advance. Students are exempt from the institution's Unsatisfactory Progress policy while on Leave of Absence.

Appeals of Dismissal

Patten understands that its graduate students are working adults with competing priorities and responsibilities. Patten wants its students to succeed and to graduate, and will work to make reasonable accommodations for each student's situation. Students are eligible to appeal their dismissal with documentation of mitigating circumstances. Appeals are considered on a case-by-case basis by the Chief Academic Officer.

If a student has been dismissed from Patten University based on a violation of its Satisfactory Academic Progress policies, the student may petition the University for readmission. Any decision to dismiss a student may be appealed to the Chief Academic Officer, Patten University, 2433 Coolidge Ave, Oakland, CA 94601 or by email to nate@patten.edu.

Proctoring

Patten University requires proctored quizzes and examinations at regular intervals throughout its programs. Proctors may not be a past or present family member, a work subordinate, a current/previous student of Patten University, or related to a current/previous student of Patten University.

Before taking a proctored quiz or examination, both students and proctors electronically attest that they do not have a relationship which would call into question the proctor's impartiality. The proctor must additionally electronically submit a Proctor Attestation Form, including a copy of both their's and the student's government-issued photo identification.

Statement on Academic Integrity

Patten expects its students to act with honesty and integrity in completing their course and program work. Distance learning requires a high level of self-discipline with regard to academic integrity. All work submitted by a student must represent the original work of that student. Students found to have cheated or committed plagiarism may be suspended or dismissed from the University.

Student Code of Conduct and Academic Integrity Policy

Students at Patten are expected to adhere to high standards of ethics in the pursuit of their education. As a condition of enrollment, students agree to:

- Conduct themselves with professionalism, courtesy and respect for others in all dealings with the Patten staff, faculty, and other students.
- Observe the institutional policies and rules on submitting work, taking examinations, and conducting research.
- Never turn in work that is not their own, or present another person's ideas as their own.
- Never ask for, receive, or give unauthorized help on graded assignments and examinations.
- Never use short excerpts or quotations from books, articles or other publications without citing the publication and author.
- Never divulge the content of or answers to examinations to fellow students.
- Adhere to all required proctoring requirements.
- Never improperly use, destroy, forge or alter Patten's documents, transcripts, or other records.
- Never divulge their online username or password.
- Always report any violations of this Code of Conduct to the Chief Academic Officer (nate@patten.edu), and report any evidence of cheating, plagiarism or improper conduct on the part of any student of Patten when they have direct knowledge of these activities.

Student Records and Privacy

In compliance with California Education Code Sec. 94900 and 5, California Code of Regulations Sec. 71920, Patten maintains permanent records, including transcripts, for each student. Students who wish for an official transcript may contact the Registrar at registrar@patten.edu. Official transcripts require a nominal fee of $20.

Patten University protects the privacy rights of its students. Student education records are held confidential in accordance with Family Educational Rights and Privacy Act (FERPA) and university best practices. Written student consent is required for access and release of student records information. Students may inspect and review their educational records upon written request to the Registrar at registrar@patten.edu. Should a student find, upon review, records that are inaccurate or misleading, the student may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, a student may ask that a meeting be held to resolve the matter. Each student's file will contain student's records, including a transcript of grades earned. Transcripts will only

be released to the student upon receipt of a written request bearing the student's signature or digital equivalent. No transcript will be issued until all tuition and other fees due the institution are paid.

Student Complaints and Grievances

In the event that any student has a complaint, grievance, or dispute with the University's procedures, policies, or decisions, the student has the right to seek a satisfactory resolution.

First, the student should discuss the matter directly with the instructor or Patten staff member. The instructor or staff member will attempt to resolve the matter professionally and in good faith. If the matter cannot be settled at this level, the second step is for the student to file a written complaint to Patten Student Services, 2433 Coolidge Ave, Oakland, CA 94601, or at studentservices@patten.edu. The complaint should include a description of the specific allegations and the desired remedy, accompanied by any necessary documentation. Student Services can, if necessary, submit the complaint to the University President for final resolution. Student Services or the President will issue a formal reply to the student within ten working days.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the Bureau's internet website (*www.bppe.ca.gov*).

Additionally, a complaint can be filed with Patten's accrediting agency, the Distance Education Accrediting Commission (DEAC) through the DEAC website (*http://www.deac.org/Student-Center/Complaint-Process.aspx*), or 1101 17th Street NW, Suite 808, Washington, DC 20036.

Students who are residents of Georgia may file a complaint with the GNPEC Office, 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305. Ph: (707) 414-3300 https://gnpec.georgia.gov/student-resources/complaints-against-institution

For students residing outside of California and Georgia, there may be additional resources for filing grievances/complaints. Please see the State Higher Education Executive Officers Association website: http://www.sheeo.org/sheeo_surveys/.

Tuition and Fees

Students who enroll at Patten University assume responsibility for the payment of all tuition and fees in accordance with the policies set forth below.

Undergraduate Degree and Certificate Tuition

For all undergraduate programs, students are charged tuition on a per-term basis. Each term is 8 weeks in length. Undergraduate tuition is $110 per credit hour ($330 per course).

Total estimated charges below are based on on-time completion of the program. Actual costs may vary due to transfer credit, repeated courses, or third-party costs.

Tuition must be paid by the end of Week 1 or students may be withdrawn from their coursework.

Associate Degree Program in Christian Ministry Leadership
(60 credits, 20 courses)

Tuition: $110 per credit hour or $330 per course

Total Patten University charges for the program for students completing on time (45 credits, 15 courses): $4,950

Additional estimated charges for third-party General Education requirements (15 credits, 5 courses): $495[1]

Additional estimated charges for Textbooks: $750

Total estimated charges (60 credits, 20 courses): $6,195

Undergraduate Certificate Program in Christian Ministry Leadership
(24 credits, 8 courses)

Tuition: $110 per credit hour or $330 per course

Total Patten University charges for the program for students completing on time (24 credits, 8 courses): $2,640

Additional estimated charges for Textbooks: $400

Total estimated charges (24 credits, 8 courses): $3,040

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[1] Actual charges may vary due to third-party costs, which Patten does not control. Charges are estimated based on fulfillment of five courses via Sophia.org, with whom Patten University has established a partnership. Students may fulfill these requirements elsewhere, including via transfer credit, which may raise or lower their costs. For more information, contact registrar@patten.edu.

Undergraduate Withdrawals and Refunds

After the add/drop period of 7 days from the first day of the term, during which the student may cancel their enrollment agreement or adjust the number of courses for which they are registered, the student may withdraw from the University and receive a pro rata refund depending on the week of their withdrawal.

For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution's catalog. Undergraduate students who withdraw or are administratively withdrawn will receive a refund of tuition according to the following table:

Week of Withdrawal	Tuition Refund
Week 1	100%
Week 2	86%
Week 3	74%
Week 4	61%
Week 5	49%
Week 6	0%
Week 7	0%
Week 8	0%

For example, if an undergraduate student who is registered for 6 units and paid $660 withdraws from the university during the fourth week of the term, the student would receive a refund of $402.60:

$$\$660.00 \quad \times \quad \begin{array}{c} 61\% \\ \text{(Student withdraws during Week 4} \\ \text{of the term)} \end{array} \quad = \quad \$402.60$$

If the school cancels or discontinues a course or education program, the school will make a full refund of all charges.

All refunds will be paid within 30 days of cancellation or withdrawal.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. However, Patten does not participate in federal and state financial aid programs.

Graduate Degree and Certificate Tuition

For all graduate programs, students are charged tuition on a per-term basis. Each term is 16 weeks in length. Standard graduate tuition is $330 per credit hour ($990 per course).

Total estimated charges below are based on on-time completion of the program. Actual costs may vary due to transfer credit or repeated courses.

Master of Project Management (36 credits, 12 courses)	Master of Leadership and Management (36 credits, 12 courses)
Tuition: $330 per credit hour or $990 per course	*Tuition:* $330 per credit hour or $990 per course
Total estimated charges for the program for domestic students completing on time: $11,880	Total estimated charges for the program for domestic students completing on time: $11,880

Master of Business Administration Degree Program (36 credits, 12 courses)	Master of Business Administration with Concentration in Project Management Degree Program (48 credits, 16 courses)
Tuition: $330 per credit hour or $990 per course	*Tuition:* $330 per credit hour or $990 per course
Total estimated charges for the program for domestic students completing on time: $11,880	Total estimated charges for the program for domestic students completing on time: $15,840

Master's Certificate Programs
(6 courses)

◆ Project/Program Management
◆ Management

Tuition: $330 per credit hour or $990 per course

Total estimated charges for the program for domestic students completing on time: $5,940

Active Duty Military Students - Graduate Tuition Discount

Patten offers a reduced graduate tuition rate of $200 per credit ($600 per course) to active duty military graduate students and their dependents. To request the Active Duty tuition discount, students must contact the Registrar at registrar@patten.edu.

International Graduate Student Tuition

The tuition for international graduate students is $370 per credit ($1,110 per course).

Graduate Withdrawals and Refunds

After the add/drop period of 7 days from the first day of the term, during which the student may cancel their enrollment agreement or adjust the number of courses for which they are registered, the student may withdraw from the University and receive a pro rata refund if they have completed 60% or less of the term.

For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution's catalog. Students who withdraw or are administratively withdrawn will receive a refund of tuition according to the following table:

Week of Withdrawal	Tuition Refund	Week of Withdrawal	Tuition Refund
Week 1	100%	Week 9	50%
Week 2	100%	Week 10	43%
Week 3	88%	Week 11	0%
Week 4	81%	Week 12	0%
Week 5	75%	Week 13	0%
Week 6	69%	Week 14	0%
Week 7	62%	Week 15	0%
Week 8	56%	Week 16	0%

For example, if a graduate student who is registered for 6 units and paid $1,980 withdraws from the university during their fifth week of the term, the student would receive a refund of $1,485:

$1,980.00   x   75% (Student withdraws during Week 5 of the term)   = $1,485.00

If the school cancels or discontinues a course or education program, the school will make a full refund of all charges.

All refunds will be paid within 30 days of cancellation or withdrawal.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds. However, Patten does not participate in federal and state financial aid programs.

Veterans

Note: Patten University is not currently approved for the enrollment of new students who wish to apply their benefits under the provisions of Section 3672, Title 38, U.S. Code ("VA Benefits"). The information below is provided for currently-enrolled students, who are permitted to use their VA Benefits through the duration of their program.

Students must first be accepted as a Patten degree or certificate candidate before the University can certify course enrollments. Students using Chapter 30, Montgomery GI benefits must pay tuition upon registration after which the VA office reimburses the student directly by check or direct deposit. Students using Chapter 33, Post 9/11 benefits who have 100% benefits are not required to pay any tuition upon registration since the VA reimburses Patten directly for the tuition. However, if the student has less than 100% benefits they are responsible for paying the remaining percentage upon registration.

Contact the Department of Veterans Affairs online at *www.gibill.va.gov* (or toll-free at 1-888-442-4551) for eligibility and to request any necessary forms.

The following table equates Patten graduate semester credits with VA benefit levels:

| 6 semester hours (2 courses) | Full-time |
| 3 semester hours (1 courses) | Half-time |

Student's Right to Cancel

Students have the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the tenth day after enrollment, whichever is later.

If a student cancels their enrollment agreement, they may obtain a refund of 100% of charges paid, if notice of cancellation is made prior to midnight of the seventh day of the term. Cancellation is effective on the date written notice is sent to the institution.

A cancellation may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance. Students wishing to cancel their enrollment agreement must be made in writing through email, mail, or fax to: Patten University,

Attn: Registrar, 548 Market St PMB 98598, San Francisco, CA 94104-5401; Phone: (626) 966-4576, ext. 1003; Fax: (626) 915-1709; E-mail: registrar@patten.edu.

After the seventh day of enrollment of the term, a student may withdraw for a partial refund. See Undergraduate Withdrawals and Refunds and Graduate Withdrawals and Refunds.

All refunds will be paid within 30 days of cancellation.

Student Loans

Patten University does not offer student loans and does not participate in federal or state student financial aid programs. If a student obtains a loan to pay for an education program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

◆ The federal or state government or a loan guarantee agency may take action against the student, including apply any income tax refund to which the person is entitled to reduce the balance owed on the loan.
◆ The student may not be eligible for any other federal student aid at another institution or other government assistance until the loan is paid.

If the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds. **Patten University does not participate in federal or state student aid programs.**

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school.

Questions regarding the STRF may be directed to:

The Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225 Sacramento, CA 95834
(916) 574-8900 or (888) 370-7589

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

◆ The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
◆ You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
◆ You were enrolled at an institution or a location of an institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before the closure.
◆ The institution has been ordered to pay a refund by the Bureau but has failed to do so.
◆ The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
◆ You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
◆ You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number of a taxpayer identification number.

Undergraduate Degree Program

Christian Ministry Leadership in today's world is ever evolving. Pastors and church lay leaders must not only have a solid biblical and theological foundation, but must also be able to manage budgets and finances, facilities, and human capital.

Ministry leaders of today must be able to efficiently and effectively plant churches and run the business of ministry, as well as understand the implications of living in a more global society in order to adequately serve the needs of diverse congregations.

Patten's undergraduate degree program has been designed to incorporate best practices of leadership with opportunities for application of these practices into their own personal ministry setting, while exposing them to strategies for communicating across cultures.

Patten's approach to education and ministry includes the cognitive, affective, and experiential dimensions of learning. Through their coursework, students prepare for co-vocational ministry, local and global church planting, missionary service, cross-cultural vocation and ministry, benevolence and humanitarian ministry, non-profit leadership, and global community development.

Instructional Modality

The University's undergraduate programs are structured to be delivered online via eight-week terms. Each week's modules have specific learning outcomes, delivered via instructor-led synchronous class sessions, asynchronous learning modules, discussion posts, written assignments, and/or quizzes and exams. This interactive learning modality allows students to develop rich connections with faculty and each other, providing them the opportunity to achieve a sense of community.

Associate of Arts in Christian Ministry Leadership

Purpose of the Program

The Associate of Arts in Christian Ministry Leadership is recommended for students who plan to further their education in ministerial studies or serve in various leadership areas of pastoral and church lay ministry. The courses are designed to serve adult learners and bi-vocational ministers who may have a family, job, and/or community responsibilities. The curriculum is composed of courses in general education, biblical and theological studies and church leadership, and includes both theoretical concepts as well as opportunities for practical application. Program and course learning outcomes include an emphasis on critical thinking, ethical decision-making, and the need to remain current within the evolving ministry leadership environment.

Program Learning Outcomes

The learning outcomes of the program are for each student to be able to:

- Demonstrate a knowledge of the Bible, interpret Scripture's original meaning, and apply Scripture to contemporary situations.
- Explain and model church systems that emphasize best practices for ministry.
- Apply their knowledge of best practices in developing a fiscally sound ministry.
- Integrate knowledge of missiology, culture, and ethics in developing a personal model of Christian Leadership, while recognizing and understanding intercultural and global perspectives.
- Think critically and ethically, demonstrating basic written, oral, and technology-based communication skills.

Degree Requirements

The Associate of Arts in Christian Ministry Leadership is comprised of three content areas: general education course (27 semester credits); bible and theology core courses (12 semester credits); and Christian ministry leadership concentration courses (21 semester credits). These courses are designed to serve adult learners and provide a strong foundation for leadership in ministry.

The leadership concentration courses expose students to the basic concepts required to successfully serve or develop a fiscally sound ministry, based on best practices from leading practitioners in ministry.

Students must successfully complete all required courses with a passing grade.

Please see Tuition and Fees section for course fees or visit Patten's website at *www.patten.edu*.

Associate of Arts in Christian Ministry Leadership

General Education Courses

◆ ANT 220 - Cultural Anthropology
◆ COM 146 - Communications
◆ PHL 263 - Judeo-Christian Social Ethics
◆ PHL 270 - Comparative Worldviews
◆ WR-I - Writing I*
◆ WR-II - Writing II*
◆ QR-I - Quantitative Reasoning*
◆ SC-I - Natural Science*
◆ SS-I - History/Government Structures*

Christian Ministry Leadership Courses

◆ BUS 290 - Church Financial, Fiduciary and Legal Management
◆ BUS 299 - Essentials of Business
◆ CHP 101 - Cross-Cultural Evangelism
◆ CHP 200 - Planting and Developing Healthy Churches
◆ CMN 120 - Next Gen: Missiology
◆ CMN 201 - Introduction to Preaching and Teaching
◆ LDR 201 - Introduction to Leadership

Bible and Theology Core

◆ NTS 225 - New Testament Biblical Literature Survey
◆ OTS 225 - Old Testament Biblical Literature Survey
◆ THE 160 - Gospel of the Kingdom
◆ THE 240 - Theology of Mission

These requirements may be taken through Sofia Learning, or fulfilled via transfer from an accredited institution.
– Each course is 3 semester credits.
– Program requires completion of 60 semester units.

Undergraduate Certificate Program

For students who do not wish to enroll in a Patten degree program, the option of an Undergraduate Certificate Program is available.

Certificate in Christian Ministry Leadership

The 24-unit Christian Ministry certificate program includes topics that will enhance students' ability to minister effectively in Church and parachurch settings. The courses in the certificate program provide a strong foundation for the application of biblical principles to contemporary situations, and also introduces students to the business principles needed to develop and serve in a ministry setting.

This certificate is fully transferable to the Patten University Associate of Arts in Christian Ministry Leadership.

Program Learning Outcomes

The program learning outcomes for the Certificate in Christian Ministry are as follows:

- Demonstrate a knowledge of the Bible, interpret Scripture's original meaning, and apply Scripture to contemporary situations.
- Explain and model church systems that emphasize best practices for ministry
- Apply their knowledge of best practices in developing a fiscally sound ministry.

Program Requirements

Certificate in Christian Ministry Leadership	
Christian Ministry Leadership Courses	**Bible and Theology Core**
◆ BUS 290 - Church Financial, Fiduciary and Legal Management ◆ CHP 200 - Planting and Developing Healthy Churches ◆ CMN 120 - Next Gen: Missiology ◆ CMN 201 - Introduction to Preaching and Teaching	◆ NTS 225 - New Testament Biblical Literature Survey ◆ OTS 225 - Old Testament Biblical Literature Survey ◆ THE 160 - Gospel of the Kingdom ◆ THE 240 - Theology of Mission

Graduate Degree Programs

Today's management environment is exceptionally turbulent. Resources are scarce, technology advances rapidly, requirements and perceived needs change quickly, the global marketplace is very competitive and the laws and regulations are becoming more numerous and more complex.

Today's managers, both in industry and government, in order to respond effectively to the changing environment, must have two essential elements. The first is a personal value system appropriate to the problems and human expectations of the times. The second is the ability to understand and interpret basic leadership and management disciplines and technological, environmental and political trends in order to achieve organizational and societal goals.

Patten University serves as an institution of higher learning for persons engaged in the areas of leadership, management, business, and project management. The function of the University is to define and provide the education for successful participation in the field. Students may take individual courses as their need dictates, or they may participate in the University's degree programs.

The University offers rigorous and intellectually demanding programs leading to a Master of Project Management (MPM) degree, a Master of Leadership and Management (MLM) degree, or a Master of Business Administration (MBA) with a General Management or Project Management concentration. The University's programs are completely structured, extensively researched and documented educational programs, organized and conducted by a professional faculty with an extensive practical and theoretical background. These rigorous programs produce a management education of substance, quality, and considerable market value.

The programs of the University provide a choice of plans for the educational development of managers based on the needs and obvious career channels of the individual firm or agency and the industry. This approach is designed to reduce the waste of scarce educational time and dollars in attendance at random courses and seminars. The program is organized so that individual managers can be the principal determinants as to what happens to them educationally, within the parameters of the needs of their organization and industry, so that their education will have meaning to all three.

Instructional Modality

The University's graduate programs feature an online, self-paced modality, providing a high-quality and convenient method of pursuing a graduate degree or certificate program. These distance education programs are designed for the adult who has family, job and community responsibilities.

Courses can start each month, and are offered in 16 week terms. Students engage with the material and interact with faculty via the University's learning management system.

Course material is structured progressively, such that learning moves from the simple to the more complex, with review exercises and low-stakes assessments offered frequently to ensure that students can easily absorb the material. Additionally, a number of case studies and exercises are assigned in each course illustrating actual, real-world problems. The major objectives of the cases and exercises are to encourage the student to engage in independent thinking, apply their learning to real-world situations, and assist in developing skill in using the knowledge imparted in the course.

Master of Acquisition Management

(not accepting new enrollment)

Purpose of the Program

The practice of business management in the acquisition field is a unique, highly sophisticated profession. Management practices and procedures in this field not only encompass mastery of the normal functions of an organization, e.g., product and service development, financial management, law, technical and operations management, program management, contracting, and general management, but also the regulatory requirements and the management techniques unique to the Government acquisition, contracting and program management processes. These requirements and techniques interrelate with normal business management procedures resulting in an evolutionary business management process, far different from, and in many areas more sophisticated than, normal commercial management.

The broad area of Government acquisition, contracting and program management has achieved recognition as an educational and management discipline for which there are established rationale and needs. However, there are generally few professional degree or certificate programs provided by traditional post-secondary schools.

The purpose of the MAM program is to encourage the students to improve their present work capabilities, and to prepare themselves for increasing acquisition management responsibilities, by the development of an intensive knowledge of their chosen discipline on a broad base of information on the management theories, procedures, practices, techniques and skills associated with business operations. However, rather than learning these in unrelated units of information, the general knowledge, techniques and skills associated with specific areas of acquisition management in the Government environment are integrated into a complete body of knowledge. This provides the student with a more meaningful educational experience by taking advantage of the co-curricular effects of his or her daily work experience, and at the same time, provides that student with multiple career choices in the field of acquisition and contracting with the Federal Government.

Program Learning Outcomes

The overall Program Learning Outcomes are for each student to be able to:

- Demonstrate a knowledge of the core principles of acquisition management.
- Demonstrate knowledge of the various management functions directly related to leading and managing contracts and programs in the Federal Government.
- Explain the various aspects of the modern government acquisition environment.
- Apply analytical skill in the research and solution of problems.
- Demonstrate readiness for career advancement..

Degree Requirements

The Master of Acquisition Management program is organized into a block of five general management courses and a block of seven acquisition courses totaling 36 semester units. The management courses are designed to provide the student with an overall framework of business knowledge. They stress the basic principles, concepts, and practices associated with the overall management of any business.

The acquisition courses provide the student with a detailed working knowledge in the areas of law and regulations, source selection and contract award, finance and pricing, negotiation, program, technical and production management, contract management and subcontract and purchasing management.

The student must successfully complete each course and then pass a program comprehensive examination or complete an approved project within seven years of enrollment in the program.

The courses may all be taken through distance education. Please see Tuition and Fees section for course fees or visit Patten's website at *www.patten.edu.*

Master of Acquisition Management	
Acquisition/Contracting Courses	**General Management Courses**
◆ ACC 601 - Federal Government Contracting ◆ ACC 603 - Government Contract Law ◆ ACC 619 - Pricing and Financial Management ◆ PMP 627 - Managing Projects ◆ ACC 631 - Contract Management and Administration ◆ ACC 635 - Negotiation – Principles and Practices ◆ ACC 651 - Source Selection and Contract Award	◆ BUS 602 - Essentials of Management ◆ BUS 657 - Management Accounting and Control ◆ BUS 653 - Business Research Methods ◆ BUS 659 - Organizational Behavior and Human Resources ◆ BUS 661 - Financial Management *or* BUS 663 - Management Economics *or* BUS 695 - Management Information Systems
– Comprehensive examination or University-approved Final Project is required. *– Each course is 3 semester units.* *– Program requires completion of 36 semester units.*	

Master of Project Management

Purpose of the Program

Project Management is the process where a single leader/manager is responsible for building a project or program team to accomplish the project's objectives on schedule, within budget, and to the customer 's satisfaction. This includes planning, organizing, staffing, coordinating, monitoring, motivating and controlling the combined efforts of all of the product teams, functional and staff groups within an organization, and outside contractors and vendors. It is the integrated management of a specific project carried out in a systematic way. Management of projects and large programs consisting of a number of projects is one of the most complex and demanding management concepts in existence. Project management skill is quite different from the technical skills that are so often associated with most projects. There are aspects of all projects which are outside the scope of the technical areas, yet which must be managed with every bit as much care, ability, and concern. That is, these non-technical areas must be well managed if the project's objectives are to be met with optimum economy of resources, and with the maximum satisfaction to the participants.

The purpose of the MPM degree program is to provide the ability to integrate organizational, business and technical management systems with human and leadership skills to successfully manage dynamic projects and programs. The program is based on the body of knowledge developed by the University in presenting courses in project/program management to thousands of industry and government personnel since 1970. The program is also based on the work done in developing a body of knowledge by the Project Management Institute, an independent non-profit organization of project management professionals.

Program Learning Outcomes

The overall Program Learning Outcomes are for each student to be able to:

- Demonstrate a structured yet varied knowledge of the theory and practice of program and project management.
- Explain the role of project managers and the strategies, tactics and functions associated with the leadership and management of an entire project/program or portfolio.
- Demonstrate a facility in critical analysis, communication, and quantitative and integrative skills.
- Identify the relationship of the project interests to overall industry and government operations.
- Recognize the proper relationship of basic principles to the changing techniques used to implement them.
- Demonstrate readiness for career advancement.

Degree Requirements

The Master of Project Management program is organized into a block of general management courses and a block of project management courses. The management courses are designed to provide the

student with an overall framework of business knowledge. They stress the basic principles, concepts, and practices associated with the overall management of any business. The project management courses provide the student with both the theory and a working knowledge of the project management field to include the areas of leadership, business and financial management, human relations, technical management, communications and negotiation.

The student must successfully complete courses totaling a minimum of 36 semester units in the program and then pass a program comprehensive examination or complete an approved project within seven years of enrollment in the program.

The courses may all be taken through distance education. Please see [Tuition and Fees](#) section for course fees or visit Patten's website at *www.patten.edu*.

Master of Project Management

Project/Program Management Courses

◆ PMP 627 - Managing Projects
  or
  PMP 625 - Program Management
  or
  PMP 628 - Mastering IT Project Management
◆ PMP 629 - Technical Program Management**
◆ PMP 632 - Contracting and Procurement for Project Managers
◆ PMP 636 - Negotiation and Conflict Resolution
◆ PMP 647 - Earned Value Management Systems
◆ PMP 671 - Building and Managing Project Teams*
◆ PMP 679 - Risk Analysis and Management
◆ PMP 687 - Project Quality Management

General Management Courses

◆ BUS 602 - Essentials of Management*
◆ BUS 653 - Business Research Methods*
◆ BUS 657 - Management Accounting and Control*
◆ BUS 659 - Organizational Behavior and Human Resources*
◆ BUS 661 - Financial Management
  or
  BUS 663 - Management Economics
  or
  BUS 695 - Management Information Systems

– *Comprehensive examination or University-approved Final Project is required.*
– *Each course is 3 semester units.*
– *Program requires completion of 36 semester units.*
Courses marked with an asterisk are required. Other courses are electives.
**PMP 629 cannot be taken if a student takes PMP 625.*

Master of Contract Management

(not accepting new enrollment)

Purpose of the Program

The practice of business management in the field of contracting is a unique profession. Management practices and procedures in this field not only encompass mastery of the normal functions of an organization, e.g., business development, financial management, law, operations and production, project management, procurement, and general management, but also the regulatory requirements and management techniques unique to the Government contracting processes. These requirements and techniques interrelate with normal business management procedures resulting in a business management process, different from, and in many areas more complex than, normal commercial management.

The broad area of Government contracting has achieved recognition as an educational and management discipline for which there are established rationale and needs. However, there are generally few professional degree or certificate programs provided by traditional post-secondary schools.

The purpose of the MCM program is to encourage individuals to improve their present work capabilities, and to prepare themselves for increasing contract management responsibilities, by the development of an intensive knowledge of this discipline on a broad base of information on the management theories, procedures, practices, techniques and skills associated with business operations. However, rather than learning these in unrelated units of information, the general knowledge, techniques and skills associated with specific areas of specialization in the Government environment are integrated into the general area of contracting with the Federal Government. This provides the student with a more meaningful educational experience by taking advantage of the co-curricular effects of his or her daily work experience, and at the same time, provides that student with multiple career choices in the area of contracting with the Federal Government.

The MCM program is similar to the [MAM program](). However, this program is oriented to personnel who work with industry companies that do business with the federal government as prime or subcontractors.

Program Learning Outcomes

The overall Program Learning Outcomes are for each student to be able to:

- Demonstrate a knowledge of the core principles of contract management.
- Demonstrate knowledge of the various management functions directly related to leading and managing contracts in the Federal Government.
- Explain the various aspects of the modern government contracting environment.
- Apply analytical skill in the research and solution of problems.

- Demonstrate readiness for career advancement.

Degree Requirements

The Master of Contract Management program is organized into a block of five general management courses and a block of seven contracting courses totaling 36 semester units.

The management courses are designed to provide the student with an overall framework of business knowledge. They stress the basic principles, concepts, and practices associated with the overall management of any business. The contracting courses provide the student with a detailed working knowledge of contracting with the Federal Government to include the areas of law and regulations, marketing and proposals, finance and pricing, negotiation, program, technical and production management, contract management and subcontract and purchasing management.

The student must successfully complete each course and then pass a program comprehensive examination or complete an approved project within seven years of enrollment in the program.

The courses may all be taken through distance education. Please see Tuition and Fees section for course fees or visit Patten's website at *www.patten.edu*.

Master of Contract Management

Acquisition/Contracting Courses	General Management Courses
◆ ACC 601 - Federal Government Contracting ◆ ACC 603 - Government Contract Law ◆ ACC 613 - Business Development and Proposal Preparation ◆ ACC 619 - Pricing and Financial Management ◆ PMP 627 - Managing Projects ◆ ACC 631 - Contract Management and Administration ◆ ACC 635 - Negotiation – Principles and Practices	◆ BUS 602 - Essentials of Management ◆ BUS 653 - Business Research Methods ◆ BUS 657 - Management Accounting and Control ◆ BUS 659 - Organizational Behavior and Human Resources ◆ BUS 661 - Financial Management *or* BUS 663 - Management Economics *or* BUS 695 - Management Information Systems

–Comprehensive examination or University-approved Final Project is required.
– Each course is 3 semester units.
– Program requires completion of 36 semester units.

Master of Supply Chain Management

(not accepting new enrollment)

Purpose of the Program

Effective supply chain management is essential to an organization's success. Supply chain performance contributes directly to the financial and operational efficiency of both corporate and government entities. Supply chain management is not only concerned with the steps in the procurement process, but also the requirements generation process and post- award activities including other logistics activities such as receiving, inspection, materials handling, transportation storage, and distribution.

The purpose of the MSCM program is to help improve students' work capabilities and to prepare themselves for increasing supply chain management responsibilities by the development of an intensive knowledge of their chosen discipline on a broad base of information on the management theories, procedures, practices, techniques and skills associated with business operations.

This program provides a practical framework for how organizations manage the enterprise- wide functions of supply in today's business environment with focus on supply chain management issues. The program covers the conduct and management of the supply chain management function – how that function interacts with the other principal business functions, including product development, marketing, operations, finance and logistics – the conduct of the supply chain process, including the integration of requirements determination, supplier development, qualification and selection – and supplier relations and performance.

In this program, rather than studying these topics in unrelated units of information, the general knowledge, techniques and skills associated with specific areas of supply chain management are integrated into a complete body of knowledge.

This provides the student with a more meaningful educational experience by taking advantage of the co-curricular effects of his or her daily work experience, and at the same time, provides that student with multiple career choices in the field of supply chain management.

Program Learning Outcomes

The overall Program Learning Outcomes are for each student to be able to:

- Demonstrate a knowledge of the core principles of supply chain management.
- Demonstrate knowledge of the various management functions directly related to managing supply chain activities.
- Explain the various aspects of the modern supply chain management environment.
- Apply analytical skill in the research and solution of problems.
- Demonstrate readiness for career advancement.

Degree Requirements

The Master of Supply Chain Management program is organized into a block of five general management courses and a block of seven supply chain management courses totaling 36 semester units. The management courses are designed to provide the student with an overall framework of business knowledge. They stress the basic principles, concepts, and practices associated with the overall management of any business. The supply chain management courses provide the student both the theory and working knowledge of the supply chain management field including the areas of purchasing and supply management, law and contracts, supply chain management, cost and price analysis, negotiation, logistics management, and project management.

The student must successfully complete each course and then pass a program comprehensive examination or complete an approved project within seven years of enrollment in the program.

The courses may all be taken through distance education. Please see Tuition and Fees section for course fees or visit Patten's website at *www.patten.edu*.

Master of Supply Chain Management

Supply/Chain Management Courses

◆ SCM 605 - Supply Management
◆ BUS 608 - Law and Contract
◆ SCM 615 - Supply Chain Management
◆ SCM 614 - Logistics Management in Government Acquisition
  or
  SCM 616 - Global Logistics Management
◆ ACC 619 - Pricing and Financial Management
  or
  SCM 620 - Price and Cost Analysis
◆ PMP 627 - Managing Projects
◆ ACC 635 - Negotiation – Principles and Practices

General Management Courses

◆ BUS 602 - Essentials of Management
◆ BUS 610 - Operations Management
◆ BUS 653 - Business Research Methods
◆ BUS 657 - Management Accounting and Control
◆ BUS 659 - Organizational Behavior and Human Resources

– Comprehensive examination or University-approved Final Project is required.
– Each course is 3 semester units.
– Program requires completion of 36 semester units.

Master of Leadership and Management

Purpose of the Program

It has been said that a person can be a leader or a manager. The modern world requires that, for success in any field, people have the knowledge and skill of both. This program provides a broad-based education in leadership and management principles and practices that will enable working professionals to navigate the ever changing world of complex organizations. The program combines the traditional approaches of leadership and management with the emerging ideas necessary for leading organizations in the 21st century.

The program provides a holistic perspective to the fields of leadership and management. Certain courses explore more specialized areas such as organizational development, behavior and change management, cross-cultural management, leading innovation, negotiation and conflict management, and team building. Other courses provide a detailed knowledge of the quantitative and qualitative tools for research, critical thinking and decision-making.

The MLM program is designed to produce superior leaders with a management background and increased skills for today's marketplace.

Program Learning Outcomes

The overall objectives of this program are for the student to be able to:

- Demonstrate a structured knowledge of leadership principles and practices.
- Demonstrate a structured knowledge of management principles and practices.
- Assess and use the various techniques for organizational design and change.
- Explain how leadership and management practices are used in a cross-cultural relationship.
- Apply analytical skill in the research and solution of problems.
- Demonstrate facility in critical thinking and ethical decision-making.
- Develop and use communication, negotiation, quantitative and synthesizing techniques.

Degree Requirements

The Master of Leadership and Management program is organized into a curriculum of leadership and management courses that stress the core principles and practices as well as new approaches to leading and managing any organization.

The student must complete a total of twelve courses totaling a minimum of 36 semester credits and then complete a program comprehensive examination or complete an approved project within seven years of enrollment in the program.

The courses may all be taken through distance education. Please see section for course fees or visit Patten's website at *www.patten.edu.*

Master of Leadership and Management

◆ BUS 602 - Essentials of Management
◆ BUS 607 - Communications and Ethics
◆ LDR 611 - Leading Creativity and Innovation
◆ BUS 612 - Leadership Principles and Practices
◆ PMP 636 - Negotiation and Conflict Resolution
◆ BUS 653 - Business Research Methods
◆ BUS 659 - Organizational Behavior and Human Resources
◆ LDR 668 - Cross-Cultural Management

◆ LDR 669 - Critical Thinking and Decision Analysis
◆ LDR 670 - Organizational Theory, Design and Change
◆ PMP 671 - Building and Managing Project Teams
◆ LDR 676 - Advanced Approaches in Leadership

– *Comprehensive Examination or University-approved Final Project is required.*
– *Each course is 3 semester units.*
– *Program requires completion of 36 semester units.*

Master of Business Administration

Purpose of the Program

This program offers a broad-based education in business operations designed for working professionals who wish to advance or enhance their working careers. The MBA program emphasizes core business principles and the latest concepts, practices and skills needed in today's marketplace.

The program presents an overall management perspective. Certain courses provide a detailed knowledge of management principles as they are related to the individual functional areas such as marketing, operations, finance, and accounting. Other courses provide knowledge of the quantitative and qualitative tools of management and strengthen the students' understanding of the human, social, organizational, governmental, and environmental problems associated with business.

Students may choose either a traditional General Management MBA, or an MBA with a concentration in Project Management.

In addition to their core MBA degree, students can earn a Master's Certificate in Management as they work toward the completion of their MBA program. Attaining this resume-building Certificate can help students continue to excel in their career while earning a degree and without adding courses or tuition costs.

Program Learning Outcomes

The overall Program Learning Outcomes are for each student to be able to: (1) demonstrate a structured knowledge of leadership and management principles and practices; (2) show the ability to use the basic functional elements necessary for business operations; (3) explain the evolving business environment; (4) recognize the proper relationship of basic business principles to the changing techniques used to implement them; (5) demonstrate a facility in critical analysis, communication, and quantitative and synthesizing skills; and (6) demonstrate an increase in skills and experience for today's competitive marketplace.

Degree Requirements

The MBA Program is organized into a block of core management courses and a block of concentration courses. The management courses are designed to provide the student with an overall framework of business knowledge. They stress the basic principles, concepts, and practices associated with the overall management of any business. The courses in a concentration provide the student with both the theory and a working knowledge of that particular field.

The student must successfully complete courses totaling a minimum of 36 semester units (for the MBA) or 48 semester units(for the MBA - Project Management Concentration) in the program and complete an approved project within seven years of enrollment in the program.

The courses may all be taken through distance education. Please see section for course fees or visit Patten's website at *www.patten.edu*.

Master of Business Administration

The objective of this traditional MBA program is to provide a well structured, yet varied knowledge of the principles and practices of management. It offers the opportunity to study the role of the senior manager, and to learn the strategies, tactics, and functions associated with the leadership and management of an entire enterprise, in addition to the individual functions that make up business organizations.

This program is designed to produce superior managers, provide a generalist perspective, and increase the marketability of the participant's skills and experience in today's competitive marketplace.

Program Learning Outcomes

The overall Program Learning Outcomes are for each student to be able to:

- Evaluate and apply principles from core business disciplines, including finance, marketing, operations, and strategy, to formulate innovative solutions for complex business challenges in diverse and global settings.
- Evaluate real-world business scenarios for ethical and legal considerations, and construct decision-making strategies that accomplish business objectives while prioritizing social responsibility and the common good.
- Compare and contrast business practices across different economic and cultural landscapes. Design strategies for effective leadership in diverse and cross-cultural settings.
- Apply advanced analytical and quantitative methods to real-world business data. Interpret the results to make evidence-based strategic decisions.
- Apply business research methods to create clear and persuasive business propositions and analyses.

Master of Business Administration

◆ BUS 602 - Essentials of Management
◆ BUS 606 - Marketing
◆ BUS 607 - Communications and Ethics
◆ BUS 608 - Law and Contracts
◆ BUS 610 - Operations Management
◆ BUS 612 - Leadership Principles and Practices
◆ BUS 653 - Business Research Methods

◆ BUS 657 - Management Accounting and Control
◆ BUS 659 - Organizational Behavior and Human Resources
◆ BUS 661 - Financial Management
◆ BUS 663 - Management Economics
◆ BUS 665 - Strategy and Business Policy
  (must be taken last)

– University-approved Final Project is required.
– Each course is 3 semester units.
– Program requires completion of 36 semester units.

Master of Business Administration – Project Management Concentration

Project and program managers must be able to integrate business and project goals. They must possess an overall management perspective that allows them to achieve their organization's strategic and tactical objectives. Project managers must be able to mesh their organization's business needs with human, business and technical management systems to meet or exceed project or program objectives while maximizing customer satisfaction.

The purpose of this MBA program concentration is to provide a solid grounding in management principles and techniques, followed by a focus on project management principles and skills. This degree program imparts a rigorous education needed to develop competence in managing and leading any size project or program as well as the overall management and operation of a business.

Program Learning Outcomes

The overall Program Learning Outcomes are for each student to be able to:

- Evaluate and apply principles from core business disciplines, including finance, marketing, operations, and strategy, to formulate innovative solutions for complex business challenges in diverse and global settings.
- Evaluate real-world business scenarios for ethical and legal considerations, and construct decision-making strategies that accomplish business objectives while prioritizing social responsibility and the common good.
- Compare and contrast business practices across different economic and cultural landscapes. Design strategies for effective leadership in diverse and cross-cultural settings.
- Apply advanced analytical and quantitative methods to real-world business data. Interpret the results to make evidence-based strategic decisions.
- Evaluate and apply common project management methodologies to real-world business problems.
- Apply business research methods to create clear and persuasive business propositions and analyses.

Master of Business Administration
Project Management Concentration

Core Management Courses

◆ BUS 602 - Essentials of Management*
◆ SCM 605 - Supply Management
◆ BUS 606 - Marketing*
◆ BUS 610 - Operations Management*
◆ BUS 653 - Business Research Methods*
◆ BUS 657 - Management Accounting and Control*
◆ BUS 659 - Organizational Behavior and Human Resources*
◆ BUS 661 - Financial Management*
◆ BUS 695 - Management Information Systems*

Project/Program Management Courses

◆ PMP 627 - Managing Projects*
   or
   PMP 625 - Program Management*
   or
   PMP 628 - Mastering IT Project Management*
◆ PMP 629 - Technical Program Management**
◆ PMP 632 - Contracting and Procurement for Project Managers
◆ PMP 636 - Negotiation and Conflict Resolution*
◆ PMP 647 - Earned Value Management Systems
◆ PMP 671 - Building and Managing Project Teams*
◆ PMP 679 - Risk Analysis and Management*
◆ PMP 687 - Project Quality Management*

– University-approved Final Project is required.
– Each course is 3 semester units.
– Program requires completion of 48 semester units.
*Courses marked with an asterisk are required. Other courses are electives.
**PMP 629 cannot be taken if a student takes PMP 625.

Master of Business Administration – Acquisition and Contract Management Concentration

(not accepting new enrollment)

The field of Acquisition and Contract Management requires: (1) a knowledge of business management principles; (2) mastery of the underlying function of an organization, such as financial management, marketing, accounting, operations management, and information systems management; and (3) the legal, regulatory and management requirements unique to the acquisition, contracting and program management fields. These requirements, interrelated with standard business practices, and the need for public visibility into the overall process, have resulted in a process different from and more complex than commercial business operations.

This MBA program concentration is designed to provide participants an advanced education in the concepts, methodologies, and techniques necessary for successful management of acquisition and contracting in complex organizations, and a solid grounding in management principles and techniques for the overall operation of a business organization.

Master of Business Administration *Acquisition and Contract Management Concentration*	
Core Management Courses	**Acquisition and Contracting Courses**
◆ BUS 602 - Essentials of Management ◆ SCM 605 - Supply Management ◆ BUS 606 - Marketing ◆ BUS 610 - Operations Management ◆ BUS 653 - Business Research Methods ◆ BUS 657 - Management Accounting and Control ◆ BUS 659 - Organizational Behavior and Human Resources ◆ BUS 661 - Financial Management ◆ BUS 695 - Management Information Systems	◆ ACC 601 - Federal Government Contracting ◆ ACC 603 - Government Contract Law ◆ ACC 619 - Pricing and Financial Management ◆ PMP 627 - Managing Projects ◆ ACC 631 - Contract Management and Administration ◆ ACC 635 - Negotiation - Principles and Practices ◆ ACC 613 - Business Development and Proposal Preparation *or* ACC 651 - Source Selection and Contract Award
– *University-approved Final Project is required.* – *Each course is 3 semester units.* – *Program requires completion of 48 semester units.*	

Master of Business Administration – Supply Chain Management Concentration

(not accepting new enrollment)

This program provides a practical framework for how organizations manage the enterprise-wide functions of supply in today's business environment with focus on supply chain management issues. The program covers the conduct and management of the supply management function – how that function interacts with the other principal business functions, including product development, marketing, operations, finance and logistics – the conduct of the supply chain process, including the integration of requirements determination, supplier development, qualification and selection – and supplier relations and performance.

This MBA program concentration is designed to provide participants an advanced education in the concepts, methodologies and techniques necessary for successful management of the supply chain in complex organizations, and a solid grounding in management principles and techniques for the overall operation of a business organization.

Master of Business Administration
Supply Chain Management Concentration

Core Management Courses

◆ BUS 602 - Essentials of Management
◆ BUS 606 - Marketing
◆ BUS 610 - Operations Management
◆ BUS 653 - Business Research Methods
◆ BUS 657 - Management Accounting and Control
◆ BUS 659 - Organizational Behavior and Human Resources
◆ BUS 661 - Financial Management
◆ BUS 695 - Management Information Systems

Supply Chain Management Courses

◆ SCM 605 - Supply Management
◆ BUS 608 - Law and Contracts
◆ SCM 615 - Supply Chain Management
◆ SCM 616 - Global Logistics Management
  or
  SCM 614 - Logistics Management in Government Acquisition
◆ SCM 620 - Price and Cost Analysis
  or
  ACC 619 - Pricing and Financial Management
◆ SCM 621 - Applications in Supply Chain Management *(must be taken last)*
◆ PMP 627 - Managing Projects
◆ ACC 635 - Negotiation - Principles and Practices

– University-approved Final Project is required.
– Each course is 3 semester units.
– Program requires completion of 48 semester units.

Master's Degree Comprehensive Exams and Final Projects

In partial fulfillment of their degree requirements, Patten University MBA degree candidates must complete a Final Project. Patten non-MBA master's degree candidates have the option to complete a Final Project in lieu of the comprehensive examination.

The comprehensive examination requires students to rigorously review their entire course of study, while the final project requires students to combine their academic experience with their life and business experience and successfully develop and implement a new effort in a real business situation. Both the comprehensive examination and the project provide students with outstanding learning experiences from which to expand and apply their professional skills. The project, however, can be a more rigorous and demanding undertaking.

The comprehensive examination takes an average of 60 hours to complete. Patten requires that the exam be completed within 50 days of the student's receipt of the examination package. In comparison, acceptable final projects tend to take comparatively more time and commitment to complete due to the necessary planning, research, development, writing and review process. Students have 120 days to complete the project, not including final review.

Comprehensive Exams

Students who approach their date of graduation will be contacted in advance to prepare for and schedule their comprehensive exam. Comprehensive exams consist of both multiple choice questions, short essays, and several case studies unique to the student's program of study.

Comprehensive Exam Learning Outcomes

By completing a Comprehensive Exam in fulfillment of a Patten Master's Degree, students will be able to:

1. Demonstrate their structured knowledge of leadership, management, and/or program management principles and practices.

2. Analyze real-world scenarios, applying knowledge in skill to solve real problems commonly encountered in leadership, management, or project management.

3. Evaluate the organizational impact of multiple techniques used in leadership, management, or project management.

Final Projects

The final project, as defined by Patten, is the development, implementation, documentation, and analysis of a new business undertaking. Examples might be the development of a business plan for a

new business unit, the development and implementation of a contract analysis and negotiating position, the development of a program or project plan, or the development and implementation of a new business process. Projects are limited only by the innovation and resources of individual students.

All project proposals must pass the University's review process.

Final Project Learning Outcomes

By completing a Final Project in fulfillment of a Patten Master's Degree, students will be able to:

1. Apply their structured knowledge of leadership, management, and/or program management principles and practices to a real-world business problem;

2. Demonstrate the role that research, critical analysis, and quantitative business skills play in the evolving business environment; and

3. Create a cogent, well-supported business proposal that reflects a deep understanding and awareness of today's competitive marketplace.

Project Proposal

The first step in the project approval process is the project proposal. Degree candidates must petition Laurie Tarlos, Director of Admissions/Student Achievement (laurie@patten.edu) for project approval in writing. This communication should contain a short description of the project.

The Director of Admissions/Student Achievement will forward the student's request to the Chief Academic Officer, who will appoint a Faculty Advisor for the project. The faculty advisor will review the request and recommend to the CAO approval of the topic, or request additional information on the topic.

Within 21 days of being notified, candidates must submit a detailed project proposal outlining the project to the Faculty Advisor. Project proposals must include a detailed explanation of the project to include:

> Purpose of the Project – This element is the basis for the project and outlines what the project intends to accomplish and its business purpose.

> Background of the Project – This element covers why the project is important in the short or long term success of the business or government organization. What goals can be expected to be reached?

> Research – What needs to be known? How will the information be obtained? What methods will be used?

> Schedule – What milestones must be reached? At what milestone will the project be implemented or completed?

Results and Benefits – What specific results and benefits are anticipated? How will they be measured?

If the project is assigned as part of the student's regular business activities, or will become part of a business at which the student is employed, a letter from the candidate's immediate supervisor approving the effort is required.

Projects that do not directly affect a current business activity may require a defense by the student as to the importance of the project as related to the education of the student or to the body of knowledge of the project's subject area.

Project Guidelines

Although all projects are unique, they will include some required elements. Each project will be designed in conjunction with the faculty advisor and must meet the approval of the evaluation committee.

A sample outline for the project report is furnished below. Also, the student is referred to the "Presenting Insights and Findings: Written and Oral Reports," in the BUS 653 Business Research Methods. An additional source is the "Research Project Guide" on the Oxford University website at:

https://fdslive.oup.com/www.oup.com/orc/resources/xedition/brymanbrm4exe/student/project_guide/index.htm

Project Report (Sample Outline)

The body of the project report should be between 30 and 50 pages in length. A sample outline is presented below:

- Title Page
- Executive Summary
- Table of Contents
- List of Figures
- List of Tables
- Introduction
  - Purpose of project
  - Describe the problem
  - Why is this analysis appropriate?
  - Importance of the problem
  - The scope of the review
  - How the results of the review will be applied
  - Identify the research questions you hope to answer
- Methodology
  - Identify the method used to identify and locate sources

- - Explain the rationale used for selecting the sources to analyze
  - Explain the procedures to be used for analyzing the sources
  - Identify the criteria for evaluating the information found
- Analysis and Discussion (general points to consider)
  - Present evidence and ideas from sources
  - Concepts are organized by sub-topics
  - Sources are grouped by concepts instead of individual entities
  - Grouping may be related to research questions
  - Validity of sources is stated to support your ultimate answers to your questions
  - Cite each of your statements by placing the number(s) identifying the reference(s) which support your statement
- Conclusions and Recommendations
  - Identify and synthesize findings
  - Systematically answer your research questions
  - Provide recommendations for:
    - Future research
    - Applications
    - Policies and procedures
    - Program revisions
    - Other warranted situations
- References
  - List each of your references using APA format (https://apastyle.apa.org/)
  - Number each of your references so you can cite your evidence in the Analysis and Discussion section.

Project Schedule

Like all business endeavors, the project must have a realistic schedule that also dovetails with the 120-day project schedule. Projects needing greater time periods may be too extensive for the educational goals of the student and University.

The schedule, with major milestones, must be submitted to the faculty advisor within 21 days of the project's approval. Each part of the project – each milestone, each project chapter, or each section – must be submitted to the faculty advisor for approval as they are completed. Students may, of course, continue project work while the advisor is reviewing the project submissions. Each project section will not be considered finished until the section has been approved by the faculty advisor.

It may be that there will be faculty changes or suggestions that will be returned to students for evaluation and revision. Where appropriate, these changes must be instituted before the section is considered complete. All project sections must be completed before the project can be considered

completed and credit earned. Following successful completion of the project, the student may petition for awarding of the degree.

The difficulty of a project often leads to students underestimating the amount of time needed to complete. In certain instances, students may petition for additional time to complete the project. Such requests are not granted automatically, and students must prove that the additional time is needed due to business situations, rather than lack of planning or underestimation of resources by the student.

The goal of the University is not to force students to conform to a specific schedule for completion, but rather to avoid projects stretching out to unmanageable lengths. That is why the University forces a realistic evaluation of projects prior to approval.

Submission Of Copies

Following completion of the project, the student is required to submit the project in a professional format. The final document will be archived in the University's records. The University reserves the right to cite and quote from the final document.

Faculty Advisor

Since all projects are unique, much project design and structure will be developed with the faculty advisor. Students will be able to communicate with their advisor by email, telephone, or video call.

Questions

Any questions concerning the final project should be addressed to the Chief Academic Officer at nbreitling@patten.edu or (626) 966-4579.

Master's Certificate Programs

For students who do not wish to enroll in a Patten degree program, the option of a Master's Certificate Program is available.

Certificate programs are available in the areas of Project/Program Management and Management. To receive a certificate, a student must be admitted to the program, successfully complete the required courses and all course examinations. An outline of the Certificate Programs may be found below.

The Certificate Programs

Project/Program Management

This program provides knowledge of the organizational, human, business and technical processes for successfully managing projects and programs.

Management

This program provides a structured, yet varied knowledge of the practice and principles of business management.

Program Learning Outcomes of the Certificate Programs

The Program Learning Outcomes of the certificate programs are to:

- Demonstrate a structured knowledge of business management, project management, or financial management principles and practices.
- Show the ability to use the basic functional elements necessary for select business operations.
- Demonstrate a facility in critical analysis, communication, and quantitative and synthesizing skills.
- Demonstrate an increase in skills and experience for today's competitive marketplace.

Certificate Requirements

Master's Certificate in Project/Program Management

- ◆ PMP 625 - Program Management
- ◆ PMP 627 - Managing Projects
- ◆ PMP 628 - Mastering IT Project Management
- ◆ PMP 629 - Technical Program Management**
- ◆ PMP 632 - Contracting and Procurement for Project Managers
- ◆ PMP 636 - Negotiation and Conflict Resolution
- ◆ PMP 647 - Earned Value Management Systems
- ◆ PMP 671 - Building and Managing Project Teams
- ◆ PMP 679 - Risk Analysis and Management
- ◆ PMP 687 - Project Quality Management

– Successful completion of six courses (including PMP 625, 627 or 628, and PMP 671) is required for the issuance of the Master's Certificate.
**PMP 629 cannot be taken if a student takes PMP 625

Master's Certificate in Management

- ◆ BUS 602 - Essentials of Management
- ◆ SCM 605 - Supply Management
- ◆ BUS 606 - Marketing
- ◆ BUS 607 - Communications and Ethics
- ◆ BUS 610 - Operations Management
- ◆ PMP 627 - Managing Projects
- ◆ BUS 653 - Business Research Methods
- ◆ BUS 657 - Management Accounting and Control
- ◆ BUS 659 - Organizational Behavior and Human Resources
- ◆ BUS 661 - Financial Management
- ◆ BUS 663 - Management Economics
- ◆ BUS 695 - Management Information Systems

– Successful completion of six courses (including Courses 602 and 657) is required for the issuance of the Master's Certificate.

Undergraduate Course Descriptions

ANT 220 - Cultural Anthropology

Semester Units: 3
Prerequisite: None

This course is an introduction to the study which aims to demonstrate how the basic concepts and techniques developed by cultural anthropologists help us to understand societies of various degrees of complexity, including our own. The course will consider topics such as language and symbols, kinship, gender, ethnicity, economics, politics, religion, and social change in a broad comparative framework. Major goals are an increased awareness of the social and cultural dimensions of human experience: the diversity and flexibility of human cultures; and processes of intercultural communication and conflict.

Course Learning Outcomes
- Explain Cultural Anthropology as a social science and define terms such as culture, society, worldview, subculture, culture shock, enculturation, acculturation and assimilation.
- Describe the role of language, communication, economics, adaptation, and symbolism in culture.
- Define stratification in culture and understand how it effects social inequality.
- State the role of marriage, family and kinship systems in culture.
- Describe the role of power and authority in culture and understand related terms such as status, roles and symbols.
- Identify key insights from Cultural Anthropology, including contextualization, necessary for application to one's personal ministry.

BUS 290 - Church Financial, Fiduciary and Legal Management

Semester Units: 3
Prerequisite: None

Church Financial, Fiduciary and Legal Management is designed to provide students with an understanding of basic and common legal topics that a church and non-profit organization encounter in the normal course of business, fiduciary responsibilities of church administration to parishioners, trustees, and organizational oversight, as well as, pastoral and congregational financial management and planning.

Course Learning Outcomes
- Demonstrate their understanding of administration of the church.
- Demonstrate their understanding of basic accounting practices and how they apply to church financial management.
- Identify and evaluate fiduciary elements that impact the church.
- Use critical thinking skills to evaluate how church administrative and operations have changed and continue to do so in a post pandemic environment.
- Develop a comprehensive agenda and supporting resources, including financial reporting to prepare for and facilitate a church business meeting.

BUS 299 - Essentials of Business

Semester Units: 3
Prerequisite: None

This course is an introduction to the goals, processes, and operations of business processes. The main focus is on the functions that a company - including non-profit organizations - must manage effectively to be successful. These include accounting, finance, human resource management, marketing, operations management, and strategic planning.

Course Learning Outcomes
- Analyze the underlying factors of market supply and demand.
- Identify the roles and responsibilities of managers at different levels within the organization.
- Apply techniques for improving decision making.
- Define commonly used business terminology.
- Describe the functional areas of any business organization.

CHP 101 - Cross-Cultural Evangelism

Semester Units: 3
Prerequisite: None

Cross-Cultural Evangelism examines personal soul winning evangelism theories, approaches, principles and best practices including theology of gospel evangelism. This foundational examination will inform the development of cross-cultural evangelism, principles and strategies for effective gospel communication and soul winning across cultures.

Course Learning Outcomes
- Define who are saved and who are lost.
- Define the essentials of the Gospel message.
- Conduct personal evangelism with an unchurched or unsaved person.
- Creatively utilize a variety of evangelistic methodologies available.
- Contextualize existing means of evangelism in cross-cultural applications.
- Elaborate an integral evangelism strategy for a specific cultural group.

CHP 200 - Planting and Developing Healthy Churches

Semester Units: 3
Prerequisite: None

Utilizing Multiplication Network Ministries training curriculum, the Planting Healthy Churches course equips church planting practitioners and future church planters to train local leaders who already understand their culture, language and social networks, enabling them to share the Gospel more effectively than someone from another country and culture. This "training-the-trainers" approach allows many more people to multiply the gospel message strategically. The course will focus on two primary tools including church planting methodology in which leaders are challenged to plant new churches through practical skills, biblical training, mentoring and follow-up. The course also includes evaluative tools to help assess a church's health and vitality, leading to strategic planning to enter a preferred future.

Course Learning Outcomes
- Identify the Theological approach to Church Planting answering the question, "Why plant churches?"
- Identify the characteristics of a church planter.
- Classify models and approaches to church planting including the Multiplication Network Ministries strategy and Acts 2:37-47 methodology for effectively training leaders to plant and build healthy reproducing churches.
- Demonstrate the ability to explain church planting systems.
- Articulate metrics and measurement of church productivity.
- Compare church health and vitality and the characteristics of a healthy church.
- Demonstrate the ability to effectively plan a church plant by developing a church plant strategic plan.

CMN 120 - Next Gen: Missiology

Semester Units: 3
Prerequisite: None

This course engages academic learning and practical application regarding retention and the stopping of attrition in the local church. Academic material will cover eight main foundational elements of effective missiology within the NextGen: (1) Generation Z, (2) Effective Discipleship and Spiritual Formation (3) Adolescent Communal Life: The Power of Social Networks and Human Capital, (4) The Impact of a lethal faith: The importance of generational apologetics, (5) Effective Adolescent Communication, (6) Strategic Parent and Family Faith Qualities, (7) The Potent Role of Religious Experience, (8) The crucial moment: Adolescent conversion theories.

Course Learning Outcomes
- Describe who this Generation is and what they philosophically represent.
- Explain the proper missiological components of retention while and identifying the components of attrition in adolescent faith.
- Analyze how belief in adolescents is developed through social networks.
- Articulate and demonstrate how human capital, hidden curriculum, and social networks serve to embed faith through a strong community.
- Determine the essential apologetical components needed for adolescent faith retention.
- Reflect and identify the scientific reasons why adolescents' parents are the foundation of any ministry.
- Identify elementary foundational principles of adolescent missiology.

CMN 201 - Introduction to Preaching and Teaching

Semester Units: 3
Prerequisite: None

This course provides a focused and practical approach introducing students to the science of Homiletics and the implementation of the development and delivery of a sermon. It will integrate best practices for sermon research, research tools, sermon preparation, utilization of technology, contextualization, and sermon delivery for effective intercultural Gospel communication.

Course Learning Outcomes
- Demonstrate comprehension of introductory Pentecostal homiletics.
- Break down the significance of contextualization to effective ministerial communication.
- Identify and analyze homiletic style and structure of the topical sermon (the thematic sermon) and expository sermon (the teaching sermon).
- Prepare and deliver a topical sermon and an expository sermon.

COM 146 - Communications

Semester Units: 3
Prerequisite: None

This course explores the interrelationship between speech and thought in the context of public speaking skill development. It provides students with resources and opportunities that will enhance their abilities to think through and craft well-structured speeches. Through weekly self-evaluation, and peer and instructor critique, students improve their public speaking skills and become more effective in ministry.

Course Learning Outcomes
- Integrate critical habits of mind in the planning and delivery of speeches, in reflecting on the effectiveness of those communication events, and provide feedback to their classmates.
- Show an ability to frame content coherently for a number of public speaking settings
- Improve their delivery skills by applying communication techniques.
- Demonstrate a competence in communication that is theologically and pastorally appropriate, including oral delivery and critical evaluation of self and others.

LDR 201 - Introduction to Leadership

Semester Units: 3
Prerequisite: None

This course introduces students to the field of leadership, providing an overview of leadership, leadership systems, and leadership ethics. Specific emphasis is given to servant leadership, application of current leadership practices in Christian Ministry contexts and integration of Christian Leadership principles within secular contexts.

Course Learning Outcomes
- Demonstrate knowledge of the Bible by interpreting Scripture's original meaning regarding leadership application scenarios providing application of biblical leadership principles to contemporary situations.
- Define leadership and generally articulate leadership best practices.
- Demonstrate the ability to apply current leadership practices in Christian ministry contexts.
- Answer the question, "What is Ethical Leadership?"
- Recognize and understand intercultural and global perspectives of leadership in Christian ministry.
- Recognize and demonstrate Servant Leadership in both biblical and secular contexts.
- Explain and demonstrate a model of functional global leadership ecclesiology including cultural diversity, generational diversity, as well as women and men as effective team members for Christian Ministry.

NTS 225 - New Testament Biblical Literature Survey

Semester Units: 3
Prerequisite: None

A study of the New Testament Church (this includes the writing of all the New Testament books as well as the destruction of Jerusalem). The literary and historical aspects of the writing of the New Testament will be examined as well as discussion of how the New Testament church developed in the greater context of the Roman Empire (including persecution and martyrdom of the Apostles and early church believers).

Course Learning Outcomes
- Demonstrate knowledge of the introductory issues of the writing of the New Testament such as canon, authorship, dates, purpose.
- Demonstrate knowledge of the origin and development of the early Church through AD 139.
- Trace the development of the early church in relation to the history/culture of its time including the interaction with the thought world and religions of the Roman Empire and the impact of persecution.
- Identify each of the epistles with its message, purpose, and conflicts in relation to the development of the first century church.
- Utilize various study tools, such as, commentaries, maps, and Bible encyclopedias.
- Apply biblical principles to daily life and ministry.

OTS 225 - Old Testament Biblical Literature Survey

Semester Units: 3
Prerequisite: None

A study of the history of Israel from the Conquest of Canaan to the Second Temple period. This course combines literary and historical methodologies and sets Old Testament texts within their ancient world context. Emphasis is placed on the relationship of Israel and Yahweh, represented by prophets and other leaders of faith and its continuing relevance to believers today. Discussion of the Davidic Covenant and its messianic significance is included.

Course Learning Outcomes
- Identify categories of the Old Testament in terms of history and literature.
- Relate the history of Israel from the patriarchs to the prophets.
- Place the Old Testament within its ancient world context.
- Recognize basic methods of current biblical scholarship.
- Utilize various student tools, such as commentaries, maps, and Biblical encyclopedias.
- Apply biblical principles to daily life and ministry.

PHL 263 - Judeo-Christian Social Ethics

Semester Units: 3
Prerequisite: None

Traditional inquiries into ethics assume that there are certain principles which provide the foundation for determining the rightness, or morality, of human actions. Students study these principles and qualities embodied in the term ethics in the context of the Judeo-Christian worldview. This course seeks to establish basic principles that determine ethical behavior in society through course activities encouraging the student to become reflective upon real community needs in a way that should impact the style and content of their life, business philosophy, leadership and ministry.

Course Learning Outcomes
- Analyze the application of Jesus' teachings for reflecting God's image and goodness.
- Examine objective moral principles, values, virtues, and behaviors and their epistemology.
- Compare and contrast Judeo-Christian ethics with the world's moral visions.
- Articulate the elements of Christian ethics clearly.
- Analyze contemporary moral issues from a Christian perspective.

PHL 270 - Comparative Worldviews

Semester Units: 3
Prerequisite: None

This course is a comparative study of the underlying assumptions behind the major worldviews across the globe. Students will explore how the concept of "worldview" relates to the search for truth and will gain a deeper understanding of how worldview intersects with global culture.

Course Learning Outcomes
- Demonstrate an understanding of the Christian worldview more precisely, distinguishing it from competing and influential worldviews.
- Identify and evaluate worldview perspectives in media and other information sources.
- Use critical thinking skills to evaluate the claims of differing worldviews.
- Articulate the positive and negative consequences of particular ideas within individual worldviews.
- Develop a well-thought-out apologetic for the Christian worldview.

THE 160 - Gospel of the Kingdom

Semester Units: 3
Prerequisite: None

This course seeks to provide an understanding of Jesus' preaching and teaching ministry especially as it relates to the Kingdom of God by investigating the biblical principles of Christianity including the concept that the Kingdom of God has been inaugurated by Jesus Christ but is not yet consummated. Students will analyze theological issues in order to formulate their own theological framework. Additionally, students examine major biblical doctrines, including the doctrines of God, the Trinity, the Holy Spirit, Sin, Salvation and the Church.

Course Learning Outcomes
- Comprehend the major biblical doctrines of the Christian Faith: Nature of God, The Trinity, Redemption, Baptism of the Holy Spirit, The Church, and The Kingdom of God.
- Analyze the Nature of the Kingdom of God: Realm, Right, and Power.
- Examine the scope, mission, and message of Jesus Christ in declaring and demonstrating the nearness of the Kingdom of God.
- Evaluate the continuing missional nature of Christ through His Church by the Power of the Holy Spirit; and the absolute necessity for signs and wonders to accompany the preaching of the Gospel of the Kingdom.
- Assess the role of the Church, and the demands of the Kingdom of God upon its leaders, within the context of the "conflict of the ages."
- Analyze the practices of Kingdom Mission and identify areas within one's calling to give it full expression.
- Reflect upon, articulate, and apply one's own theological understanding of the Kingdom of God, the expression of the power of the Holy Spirit in one's personal life, and the responsibility to one's missional calling.
- Express, demonstrate, and justify one's personal expression to Kingdom Mission.

THE 240 - Theology of Mission

Semester Units: 3
Prerequisite: THE 160 Gospel of the Kingdom

This course is designed to give students a foundational understanding of the Mission of God and how it shapes their own calling. The course examines and interprets a range of common theological issues as they relate to Christian mission, integrating them into the idea of the Mission of God in order to impart to the student a Biblical perspective on the matter of global and local mission.

Course Learning Outcomes
- Defend, theologically, the missional nature of God and how it affects everything we do in ministry.
- Identify and explain the biblical principles of mission as revealed in Scripture.
- Explain the missional nature of Jesus' life and ministry.
- Describe the missional nature of the incarnated Church and identify how that affects the Church's vocation.
- Identify the role of the Holy Spirit in mission and connect with His work.
- Analyze the culture, society, and worldview of one's context to engage in relevant ministry.
- Apply missional practices of ministry to one's calling.
- Articulate a theology of context and the importance of missionally engaging people of other cultures and religion in his/her context.
- Identify and explain the needs, trends, and patterns of mission around the world.
- Describe one's missional responsibilities that are formed by their theology of mission and informed by the global missional needs.
- Articulate, defend, and apply his/her own personal theology of mission.

WR-I - Writing Requirement I

Semester Units: 3
Prerequisite: None

Students are required to complete a college-level writing course that strengthens their writing and reading comprehension skills. These skills include college-level grammar and punctuation, identifying the characteristics, techniques, and examples of comparison/contrast and informative writing, and the application techniques for revising, editing and proof-reading. Additional skills include the basic characteristics of argumentative writing and practices for identifying reliable research.

Students may fulfill this requirement by completion of English Composition I or Workplace Writing I via Sophia at patten.sophia.org; or by completion of a comparable course at an accredited college, or by transfer credit. For guidance on completing this requirement, contact registrar@patten.edu.

Course Learning Outcomes
- Demonstrate proficiency in College-Level grammar and punctuation.
- Analyze and implement comparison/contrast and informative writing technique.
- Revise, edit, and proofread effectively.
- Understand the fundamentals of argumentative writing.
- Evaluate and utilize reliable research sources.

WR-II - Writing Requirement II

Semester Units: 3
Prerequisite: WR-I Writing Requirement I

Students are required to complete a college-level writing course that strengthens their knowledge of research techniques for academic writing. Skills covered include the application of the basics of research writing, meaningful analysis in research, integrating research according to citation conventions, and improving revising, editing and proofreading skills.

Students may fulfill this requirement by completion of English Composition II or Workplace Writing II via Sophia at patten.sophia.org; or by completion of a comparable course at an accredited college, or by transfer credit. For guidance on completing this requirement, contact registrar@patten.edu.

Course Learning Outcomes
- Apply fundamental research writing skills.
- Conduct meaningful analysis in research.
- Integrate research according to citation conventions.
- Enhance revising, editing and proofreading skills.
- Effectively communicate research findings.

QR-I - Quantitative Reasoning

Semester Units: 3
Prerequisite: None

Students are required to complete a college level Quantitative Reasoning course such as College Algebra or Statistics. Skills covered in College Algebra are the ability to perform mathematical functions using real numbers, the application of mathematical concepts to linear equations, inequalities, and series/sequences, the application of mathematical concepts to algebraic expressions and quadratic equations. Skills covered in Statistics include the identification of key principles of statistical reasoning and methods, and the application of concepts of data and data representation in a real world context.

Students may fulfill this requirement by completion of College Algebra or Introduction to Statistics via Sophia at patten.sophia.org; or by completion of a comparable course at an accredited college, or by transfer credit. For guidance on completing this requirement, contact registrar@patten.edu.

SC-I - Natural Science Requirement

Semester Units: 3
Prerequisite: None

Students are required to complete a college-level Natural Science course such as Physics, Chemistry, Geology or Biology. Skills to be covered include the ability to use and interpret graphs and charts, the application of principles of earth science, ecology, and conservation and an analysis of environmental issues, policies and solutions; or, the ability to describe basic human biology concepts, and skeletal and muscular systems, and the various systems related to human health; or, the ability to understand structures and properties of matter, the history and context of chemical investigation, measurement, and problem-solving, and the ability to distinguish and characterize the properties of different states of matter, solutions, acids and bases.

Students may fulfill this requirement by completion of Environmental Science, Human Biology, or Introduction to Chemistry via Sophia at patten.sophia.org; or by completion of a comparable course at an accredited college, or by transfer credit. For guidance on completing this requirement, contact registrar@patten.edu.

SS-I - History/Social Science Requirement

Semester Units: 3
Prerequisite: None

Students are required to complete a college-level History or Social Sciences course such as Government, Economics, or Sociology. Skills to be covered in Sociology include: the ability to describe various methods and benefits used to research and study society, the impact of bias, status, roles and social structures on interaction with others, the effects of social constructs such as race, ethnicity and gender, and the ability to compare/contrast different types of economies. Skills covered in US History include: the impact of economic downturns, the impact of technology, problem solving and agility on a changing workplace, medical innovations and communication technologies; and issues related to immigration, freedom, civil rights, social justice and equality for women.

Students may fulfill this requirement by completion of Introduction to Psychology, Introduction to Sociology, Macroeconomics, Microeconomics, Topics in US History, US History I or US History II via Sophia at patten.sophia.org; or by completion of a comparable course at an accredited college, or by transfer credit. For guidance on completing this requirement, contact registrar@patten.edu.

Graduate Course Descriptions

Courses designated with the (§) symbol are in teach-out and no longer available for new enrollment.

ACC 601 - Federal Government Contracting (§)

[Formerly, Course 601 - Federal Government Contracting]

Semester Units: 3
Prerequisite: None

This course is the most complete, thoroughly documented course in Government contracts available to prime contractors, subcontractors, and Government agencies. It covers in one accelerated program all aspects of Government contracts and subcontracts and related management problems. The material is covered in-depth from both the seller's and buyer's viewpoint and is completely current. The course is based on the philosophy that everyone in responsible positions in the Government contract industry must have an appreciation of the entire process to properly perform their functions even though they may be responsible for only a part of the total.

Since the course covers the marketing, financial, legal, administrative, and management aspects of Government contracting, any person connected with any area of Government contracts can benefit from this course.

The course is in accord with all current regulations, directives and practices. In addition to the standard acquisition procedures applicable to prime contractors, subcontractors and Government agencies, it covers the unique practices of the Department of Defense and each of the Federal civil agencies.

BUS 602 - Essentials of Management

[Formerly, Course 602 - Essentials of Management]

Semester Units: 3
Prerequisite: None. Required to be taken in the first term for all students in Master of Business Administration, Master of Project Management, and Master of Leadership and Management programs.

A demand for a new kind of manager has come to the forefront because business organizations are being challenged more than ever before to develop new resources and markets in a global economy. Whether a front line supervisor or the top executive of an enterprise, the functions of a manager are essentially the same. The manager must be able to make decisions and communicate these decisions to his organization. In order to do this, they must have the knowledge and ability to use today's most effective management techniques in a new and exciting era of technological change.

This course is designed to present the operational theory of management and furnish a framework of management organization. It is designed around the management functions of planning, organizing, staffing, directing and controlling. The objective of the course is to provide the student with a well-structured and varied knowledge of management disciplines.

The course covers: Management in a Global Environment – Managing Work and Organizations – Managing People in Organizations – Managing Production and Operations.

Course Learning Outcomes
- Define the skills required to be an effective manager.
- Discuss how an organization's culture affects its response to its external environment.
- Summarize the processes by which decisions are made in organizations.
- Describe how strategic planning should be integrated with tactical and operational planning.
- Identify actions managers can take to manage with the environment in mind.
- Examine ways in which cultural differences across countries influence management.
- Explain how managers of large companies can foster entrepreneurship.
- Analyze how differentiation and integration influence an organization's structure.
- Highlight strategies and dynamic organizational concepts that can improve an organization's responsiveness.
- Summarize how unions and labor laws influence human resources management.
- Detail how changes in the U.S. workforce make diversity a critical organizational and managerial issue.
- Illustrate key behaviors that will make you a better leader, and identify when the situation calls for them.
- Discuss ways in which people's individual needs affect their behavior on the job.
- Distinguish the new team environment compared to that of traditional work groups.
- Identify ways to become a better "sender" and "receiver" of information.
- Describe the basic types of financial statements and financial ratios used as controls.

- Explain the key strategies to manage technology for competitive advantage.
- List the approaches which are commonly used to manage change within an organization.

ACC 603 - Government Contract Law (§)

[Formerly, Course 603 - Government Contract Law]

Semester Units: 3
Prerequisite: None

The course deals comprehensively with the purpose, interpretation, applicability and legal ramifications of the clauses, statutes, executive orders, and regulations applicable to Government prime contracts and subcontracts. The major decisions of the Boards of Contract Appeals, the Comptroller General, and the U.S. Court of Federal Claims are examined. The rights and responsibilities of the Government, prime contractor and subcontractor are explained. The specific problems of the prime and subcontractor relationship are covered.

This course is specifically designed to provide information and reference material for contract managers, subcontract managers, in-house attorneys, and private counsel who are responsible for the negotiation, analysis and implementation of the terms and conditions of Government prime contracts and subcontracts. Its major emphasis is on how to keep out of legal problems, not what to do after they arise. Therefore, its primary emphasis is on "preventive" contract law rather than the disputes and appeals process, and other legal remedies, although these are also adequately covered.

SCM 605 - Supply Management

[Formerly, Course 605 - Supply Management]

Semester Units: 3
Prerequisite: None

Fifty percent or more of an organization's funds may be expended in purchases of material and services through purchase orders and subcontracts. The success of a firm depends greatly on the effective management of its purchasing and supply management function. In most leading firms today the purchasing or procurement function has expanded to become supply management.

This course provides a practical framework for how firms manage the enterprise-wide functions of purchasing and supply in today's business environment with an increased focus on supply chain issues. The course covers the conduct and management of the purchasing and supply management function – how that function interacts with the other principal business functions, including product development, marketing, operations and finance – the conduct of the acquisition process, including the determination of requirements, supplier qualification and selection – and the management of supplier relations and performance.

Course Learning Outcomes
- Define the term "supply chain."
- Describe the significance of determining the total cost of ownership.
- Provide a brief explanation of why the location of supply management within the organizational hierarchy is important.
- Identify the activities that are part of supply chain management.
- Describe the importance of the flow of communications between marketing, operations, material control and supply management.
- Describe why supply management professionals should always be involved in addressing social, legal, political and ethical issues in a diverse global economy.
- Compare and contrast collaborative relationships and supply alliances.
- Recognize those critical to quality factors that influence supply management's role in managing supplier quality.
- Define a Quality Management System and compare and contrast it with the other quality management approaches.
- Explain the responsibilities of the supply management function.
- Describe the fundamentals of transportation management and how these services can be sourced efficiently and effectively.
- Outline the basic benefits as well as criticisms of ERP.
- Define Ecommerce as well as compare and contrast the public and private exchanges of Ecommerce.
- Evaluate approaches for reducing supplier costs of production and delivery.
- Explain how to calculate the effect of learning curves on supplier costs.
- Identify and state the primary objective of the statement of work.

- List and discuss how the S.O.W. affects administration of the contract.
- Compare/contrast outsourcing and the "insourcing" process. State when insourcing is best conducted.
- List five means of identifying potential suppliers.
- Identify the five tools that a supply manager can utilize to conduct a price analysis.
- Identify trends in the supply organization of the future.
- Identify and define the three categories of compensation arrangements and give an example for each category.
- Identify the steps that a negotiator should do to properly prepare for a face-to-face negotiation and explain why such a level of preparation is vital.
- Identify and discuss the two typical approaches (tools and techniques) used in deriving a forecast.
- List five initiatives that improve quality.
- Discuss and describe how supply management contributes to the net income of a buying organization.
- Explain how e-supply chain systems have evolved over time.

BUS 606 - Marketing

[Formerly, Course 606 - Marketing]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

The marketing function is the keystone of a well managed company. Strategically, it is concerned with identifying the customer and the products and services which the customer requires. At the operation level, marketing management identifies specific customer needs and the types of products required to fill those needs. This course is designed to develop an understanding of how to build an integrated marketing effort in view of the forces affecting marketing activity, the customer, the trade, competition, and government regulations.

This course covers marketing strategy – marketing information – customer analysis and buyer behavior – market segmentation – market research – product development – marketing channels and logistics of distribution – pricing – direct selling – advertising and promotion – product policy and strategy – and global marketing. Continual emphasis is placed on shaping these elements into a complete, integrated, responsive marketing program. The course deals with the development and implementation of plans, strategies and tactics which will best serve the organization and the customer in a competitive environment.

Course Learning Outcomes
- Define the role of marketing in organizations.
- Outline the implementation of the marketing mix as a means to increase customer value.
- State the ways in which corporate social responsibility programs help various stakeholders.
- Explain how customers, the company, competitors, and corporate partners affect marketing strategy.
- Articulate the steps in the consumer buying process.
- Identify the different types of buyers and sellers that participate in business-to-business (B2B) markets.
- Highlight the similarities and differences between a domestic marketing strategy and a global marketing strategy.
- Describe how companies determine whether a segment is attractive and therefore worth pursuing.
- List the five steps in the marketing research process.
- Indicate the advantages of a product's packaging and labeling strategy.
- Contrast the different groups of adopters articulated by the "diffusion of innovation" theory.
- Express how the marketing of services differs from the marketing of products.
- Explain the relationship between price and quantity sold.
- Compare the difference between everyday low price strategy (EDLP) and a high/low strategy.
- Define supply chain management.

- Discuss the four factors manufacturers should consider as they develop their strategy for working with retailers.
- Detail the marketing metrics used to measure Integrated Marketing Communications (IMC) success.
- Outline the steps in designing and executing an advertising campaign.
- Articulate the key functions involved in managing a sales force.

BUS 607 - Communication and Ethics

[Formerly, Course 607 - Communication and Ethics]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This is a three-part course. The first part covers all aspects of business communication. The second and third parts concentrate on business ethics.

Communication in business consists of different skill sets. The ability to communicate is essential to success in today's business environment. This part of the course is organized around the traditional content of a business communications course, including written and oral communication, global and multicultural issues, legal and ethical situations, and technology in communication.

The ethics part of the course presents a comprehensive review of current ethical issues from a global perspective of ethics. The course highlights both the positive and negative consequences of ethical behavior. The primary focus is to prevent potential ethical dilemmas that decision-makers may face in a number of different business areas.

Course Learning Outcomes
- Identify and apply foundational principles of business communication, such as adapting messages and employing appropriate language, to effectively convey information in diverse professional contexts.
- Evaluate various business communication methods and formulate effective strategies for different business scenarios.
- Explain the role of ethics in business decision-making, including the implications of ethical behavior on stakeholders and organizational culture.
- Analyze the foundational concepts of ethical thought, the complexities of business ethics, and corporate social responsibility.
- Apply ethical principles in business decisions related to IT, HR, and financial reporting.

BUS 608 - Law and Contracts

[Formerly, Course 608 - Law and Contracts]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Managers must have an understanding of the legal environment in which business enterprises must operate. This course stresses those aspects of the law that are essential to the decision making process and the operation of a business. The basis of constitutional law and the operation of the legal system are explained. The difference between civil and criminal law and the methods of resolving disputes are covered. A major emphasis is placed on contract law both in private transactions employing the Uniform Commercial Code, and in federal, state, and local contracts which are subject to the various statutes, regulations and procedures governing public agencies.

Course Learning Outcomes
- Examine the sources of law (common law/case law, constitutional law, statutes, and administrative law) as well as differentiating and distinguishing the differing schools of jurisdictional thought and the significance of "uniform laws" such as the Uniform Commercial Code.
- Synthesize the concept and interpret the significance of the doctrine of stare decisis and differentiate that concept from the various other methodologies of legal reasoning.
- Differentiate between remedies at law versus remedies in equity and synthesize when a court is willing to grant an equitable remedy versus a legal remedy and list the various types of equitable remedies.
- Examine and evaluate the significance of enabling legislation.
- Distinguish between causation in fact and proximate cause as well as identify and discuss the significance of foreseeability.
- Develop an example reflecting application of the objective theory of contracts.
- Distinguish and differentiate between the "mail box rule" and the "mirror image rule."
- Restate and identify the significance of the Statute of Frauds as well as conclude and synthesize which contracts fall within its purview.
- Define and state the significance of the UCC's important terms including a good, merchant, firm offer, predominant factor test, requirements contract, outputs contract, course of dealing and trade practice, and explain the role of good faith within the U.C.C. and the differing requirements that it imposes on merchants versus nonmerchants.
- Define and explain the significance of the perfect tender rule and state its exceptions including cure, installment contracts and commercial impracticability (whole and partial).
- Identify the various ways an agency can be created.
- Explain the significant provisions of the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, the RCRA and the purpose behind and any exemptions of the Marine Protection, Research and Sanctuaries Act of 1972.
- Define and summarize the key characteristics of a sole proprietorship and explain why it is so

common.
- Compare and contrast the legal principles inherent in agency versus partnership law and a merger versus a consolidation.
- Distinguish and differentiate between a corporation's express versus implied powers.

BUS 609 - International Business Operations (§)

[Formerly, Course 609 - International Business Operations]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This is a multi-disciplinary course whose objectives are to enable the student to study the development and operation of the multinational firm – to become familiar with the special business and legal problems associated with establishing and managing offshore operations and engaging in international trade – to explore the relationships between business and government and the regulations of business enterprises – to become familiar with contemporary international monetary affairs, and to analyze the cultural differences that create problems in international business operations.

Special attention is given to the motivation of multinational firms in their investments abroad and the impact of international operations on marketing, finance, operations, supply, human relations, and general management. Emphasis is placed on the development of strategies, tactics, and organizational structures for the various types of cultural environments and their effective implementation for market penetration.

BUS 610 - Operations Management

[Formerly, Course 610 - Operations Management]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Operations Management (OM) is the field of management which deals with the operational function of enterprises. Every organization, public or private, service or manufacturing, uses production systems to transform resource inputs into useful goods or services. The course develops a systematic approach for identifying and solving a wide variety of production and operation management problems.

Operations Management involves both long term system planning and design and operating problems that occur within a short term planning and decision framework. Most of the controllable costs of a business are managed by the operating function.

This course is designed to develop student skills in analysis, planning and decision making. Its goal is to develop the student's ability to plan and control production and operational systems and to solve a wide range of operating problems.

Materials used in the course are taken from a wide variety of operating situations involving both production and service operations.

Course Learning Outcomes
- Identify and describe the foundational principles of operations management, including the key elements of strategy, design, and planning in specific industries.
- Interpret the significance of Six Sigma and Lean principles in service or production processes to improve their quality control systems.
- Apply the principles of Internet of Things (IoT) and Enterprise Resource Planning (ERP) systems to manage logistics, global sourcing, inventory, and scheduling in a given business scenario.
- Analyze various strategic approaches in operations management to understand their potential impact on the operational efficiency of a hypothetical business.
- Evaluate the implications of the Theory of Constraints on a selected business operation and recommend strategies for improvement.
- Design a comprehensive strategic operations management plan for a hypothetical business, incorporating elements of process optimization, quality control, and advanced operations management.

LDR 611 - Leading Creativity and Innovation

[Formerly, Course 611 - Leading Creativity and Innovation]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Effective leaders embody the spirit of Creativity and Innovation. As a result, they use flexible and adaptive thinking to introduce change and innovation, instilling a vision and sense of purpose to a sometimes chaotic environment. The goal of this course is to provide leaders with the knowledge and tools which will enable them to add Creativity and Innovation as core competencies to their already developed skill sets. This course will influence leaders by deliberately facilitating creative change and enforcing a productive sense of focus in their role of developing science and technologies for organizational growth.

Course Learning Outcomes
- Evaluate leadership styles and decision-making processes in contemporary contexts, demonstrating an understanding of design-driven leadership and its influence on the evolving nature of work.
- Analyze the integration and implications of human-centric values and ethical considerations in the leadership practices of contemporary figures.
- Synthesize principles of creative leadership and evolving leadership trends, demonstrating an ability to integrate theoretical frameworks with real-world perspectives from contemporary discussions.
- Conceptualize advanced leadership strategies addressing the imminent trends and challenges in the contemporary business milieu, evidencing a proactive approach to organizational evolution.
- Analyze the nuances of ethical dilemmas emerging from digital advancements and synthesize strategies for principled leadership in this complex domain.
- Apply integrated leadership strategies to simulate decision-making in complex business environments that require ethical discernment, sustainability considerations, and workforce diversity management.

BUS 612 - Leadership - Principles and Practices

[Formerly, Course 612 - Leadership - Principles and Practices]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This course covers the concepts, principles and skills of leadership in a manner that is appropriate for both new and experienced leaders. A thorough assessment of advanced leadership skills, the role and function of leadership and the impact on individual organizations and society is presented. Various leadership models and their effectiveness are discussed. Topics include leadership variables, ethics, leadership principles and approaches, team leadership and critical issues in leadership.

Course Learning Outcomes
- Discuss what factors influence the leadership process.
- Identify the traits of an effective leader.
- Explain the characteristics of followers that influence the leadership process.
- Discuss the importance of having a vision.
- Identify the basic motives for leadership.
- Discuss the patterns of leadership.
- Describe the evolution of the Trait Theory through the 20th century.
- Describe how the Skills Approach works.
- Compare and contrast the management skills necessary at various levels of an organization.
- Define the Style Approach and its overall concept.
- Specify the instruments used by researchers to assess the styles of leadership.
- Discuss how the Situational Approach works and define its strengths and weaknesses.
- Illustrate how leadership behavior influences employee conduct.
- Outline the principles of ethical leadership.
- Evaluate the history of the quality movement.
- Validate Quality Synthesis and how it works.
- Define the importance of good human relations in the work setting.
- Describe the dimensions of team leadership.
- Discuss the qualities needed to be a competent team member.
- Discuss how leader traits/behaviors are related to leadership effectiveness.
- Describe how styles and situations impact leadership.
- Discuss the idea behind Path-Goal Theory.
- Analyze the strengths and criticisms surrounding the LMX Theory.
- Describe the Transformational Leadership process.
- Discuss the similarities between Transformational and Charismatic Leadership.
- Evaluate the factors that influence Authentic Leadership.
- Validate the various strategies used in managing diversity.
- Discuss the rules associated with effective delegation.
- Compare the principles, methods, and techniques for developing others.

- Analyze the role of the leader as teacher and developer of employees.
- Discuss the importance of performance management.
- Identify the principles of effective discipline.

ACC 613 - Business Development and Proposal Preparation (§)

[Formerly, Course 613 - Business Development and Proposal Preparation]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

The function of a proposal is to sell the managerial and technical capabilities of the firm to carry out the work required at a reasonable cost. The importance of proposals in contracting cannot be over-emphasized. It is the point of sale. It is the primary vehicle for winning additional business. It is also one of the most difficult management tasks for many companies since every element of the company is involved in the development of the technical, management and cost proposal and in the negotiation and definitization of the resulting contract.

The course is the most complete, thoroughly documented discussion of proposal preparation available to the Government prime contractors, subcontractors, commercial firms, and Government agencies from any source. It provides detailed step-by-step documented instruction on every aspect of the pre-proposal, proposal, source selection, and contract definitization process.

SCM 614 - Logistics Management in Government Acquisition (§)

[Formerly, Course 614 - Logistics Management in Government Acquisition]

Semester Units: 3
Prerequisite: None

Integrated Logistics Support (ILS) is an analysis methodology and management process, which is applied to virtually every major acquisition program in both the military and civilian sectors.

ILS provides the balance between the performance and supportability characteristics of a system that must be formed with a reasonable investment in both the system design and the necessary support infrastructure. The logistician must be technically competent, knowledgeable of available design and analysis tools/models and their application, and must be able to effectively communicate with other internal project personnel, suppliers, and customer contract and operational personnel across the board. This course will provide the basis for acquiring those core competencies utilizing three fundamental objectives: (1) Defining a Supportable Design; (2) Developing a Support Solution; and (3) Defining the Logistic Management Process.

SCM 615 - Supply Chain Management

[Formerly, Course 615 - Supply Chain Management]

Semester Units: 3
Prerequisite: None

Supply chain management has been defined as the planning and management of all activities involved in sourcing, procurement, conversion, and logistics management activities. Importantly, it also includes coordination and collaboration with supply channel partners, which can be suppliers, intermediaries, third-party service providers, and customers. In essence, supply chain management integrates supply and demand management within and across companies.

This course provides an introduction to the many critical facets of supply chain management. The course coverage ranges from basic topics of inventory management, logistics network design, distribution systems, and customer value to more advanced topics of strategic alliances, the value of information in the supply chain, information technology, decision-support systems, and international issues in supply chain management. State-of- the-art models, concepts, and solution methods are provided for the design, control, operation and management of supply chain systems.

Course Learning Outcomes
- Analyze various forms of inventory management.
- Assess the basic concepts of logistics network planning.
- Integrate the utilization of supply contracts for strategic as well as commodity components.
- Demonstrate the value of information and the effective use of information in the supply chain.
- Describe supply chain integration.
- Differentiate between centralized and decentralized distribution strategies.
- Formulate various forms of strategic alliance.
- Distinguish between outsourcing, offshoring, and procurement strategies.
- Assess international logistics and risk management strategies.
- Examine the basics of supply chain management and product design.
- Demonstrate how customer value is crucial to the supply chain.
- Formulate revenue management and pricing strategies.
- Illustrate and interpret the relationship between information technology and business processes.

SCM 616 - Global Logistics Management (§)

[Formerly, Course 616 - Global Logistics Management]

Semester Units: 3
Prerequisite: None

Supply chain logistics management encompasses the development and fundamentals of the logistics discipline within a supply chain structure. It also presents a vision of the future of business logistics and supply chain management and their role in enterprise competitiveness.

Logistics includes all the activities required to move product and information to, from, and between members of a supply chain. The supply chain provides the framework for businesses and their suppliers to jointly deliver goods, services, and information efficiently, effectively, and relevantly to customers. This course presents the mission, business processes, and strategies needed to achieve integrated logistical management. The course has three fundamental objectives: (1) to present a comprehensive description of existing logistical practices in a global economy; (2) to describe ways and means to apply logistics principles to achieve competitive advantage; and (3) to provide a conceptual approach for integrating logistics as a core competency within enterprise supply chain strategy.

ACC 619 - Pricing and Financial Management of Government Contracts and Subcontracts (§)

[Formerly, Course 619 - Pricing and Financial Management of Government Contracts and Subcontracts]

Semester Units: 3
Prerequisite: None

The course is designed to provide an understanding and detailed working knowledge of the principles, tools and techniques for estimating, cost analysis, pricing and negotiation. Primary emphasis will be on the application of the tools and techniques in solving practical problems in the pricing of research, development, production and service contracts.

It describes the specific problems and techniques applicable to the development, analysis, negotiation and justification of each major element of cost including: engineering and manufacturing labor, labor rates, material and subcontracts, other direct costs, forward pricing rates and profit or fee. It covers the projection and analysis of cost for both small contracts, and for large contracts extending over a number of contractor and Government fiscal years.

SCM 620 - Price and Cost Analysis (§)

[Formerly, Course 620 - Price and Cost Analysis]

Semester Units: 3
Prerequisite: None

This course is designed to provide an understanding of the most advanced concepts of price and cost analysis. It will sharpen and expand the skills of experienced practitioners and provide a solid base of knowledge and practical skills upon which less experienced personnel can build. Equal emphasis is placed on both price and cost analysis. The course demonstrates the distinction between price and cost analysis and when and how each should be used and in what combination. The importance of acquisition planning and market research in pricing will be stressed. The distinction between market pricing and cost based pricing will be emphasized. The relationship and use of price and cost analysis techniques in developing and maintaining partnering agreements will be covered.

SCM 621 - Application in Supply Chain Management (§)

[Formerly, Course 621 - Application in Supply Chain Management]

Semester Units: 3
Prerequisite: None

It is only over the last few years that firms have started focusing on logistics and supply chain management as a source of competitive advantage. There is a realization that no company can do any better than its logistics system. This becomes even more important given that product life cycles are shrinking and competition is intense. Logistics and supply chain management today represents a great challenge as well as a tremendous opportunity for most firms.

In this course you will study advanced topics of the supply chain from the point of view of a general manager. Logistics and supply chain management is all about managing the hand-offs in a supply chain – hand-offs of either information or product. The goal in this course is to understand how logistical decisions impact the performance of the firm as well as the entire supply chain. The key will be to understand the link between supply chain structures and logistical capabilities in a firm. Students will apply concepts learned in previous courses as well as real life case analysis throughout this course.

PMP 625 - Program Management

[Formerly, Course 625 - Program Management]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

The course is designed to provide a comprehensive knowledge of program/project management. It is based on the program management procedures used by the United States Government and its prime and subcontractors. However, the procedures are applicable in whole or in part to the management of any type or size of research, development, production or construction project.

This course demonstrates how business and technical management systems are integrated into a total management system. It is designed to improve the performance of program/project managers in their present areas of responsibility and to prepare them for increased responsibilities in the future. The course is both concept and content oriented. It covers both the theory and practice of program/project management. It explains what to do, how to do it, and why you do it. It provides instruction in all aspects of program management, including training in the specific functions and tools of the program manager.

Course Learning Outcomes
- Provide an overall framework of the program management process.
- State the desired characteristics and qualifications of a program manager.
- Differentiate between the basic types of program management organizations to include the advantages and disadvantages of each.
- Describe the contracting process and the roles of customer and contractor in the process.
- Define the program planning process and establish the program planning steps for a complex program.
- Construct a program plan.
- Illustrate the use of different risk management techniques.
- Prepare a risk analysis and risk watch list.
- Integrate requirements definition, work organization, scheduling and budgeting into a program baseline.
- Describe and demonstrate various program control techniques.
- Utilize performance measurement and forecasting techniques.
- Discuss the basic steps and functions of the product development process.
- Illustrate the functions of the system engineering process over the program life-cycle.
- Describe in detail the key elements of technical management.
- State the differences and similarities between leadership and management.
- Outline the current approach to logistics management.

PMP 627 - Managing Projects

[Formerly, Course 627 - Managing Projects]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Project management is the process whereby a single manager/ leader is responsible for planning, organizing, coordinating, directing, monitoring, motivating and controlling the efforts of all functional, staff and project groups in accomplishing the project's objectives. Project management is one of the most complex, demanding management concepts in existence.

The course described below is designed to provide a comprehensive knowledge of project management. It includes in-depth coverage on the various types of project management organization and all of the detailed business and technical management procedures necessary to plan, organize, staff, direct and control any size project in the areas of research, development, production, shipbuilding, services and construction. It is supported by extensive reference material from both Government and industry sources.

Course Learning Outcomes
- Provide an overall framework of the project management process.
- State the desired characteristics and qualifications of a project manager.
- Describe the roles and relationship of project stakeholders.
- Discuss and diagram the basic types of project organizations.
- Define the project planning process and establish the planning steps for a project.
- Construct a project plan.
- Explain how a project's scope of work is established.
- Illustrate the basic scheduling techniques.
- Specify the basic estimating and budgeting techniques.
- Compare the different risk analysis and management techniques.
- Integrate scope, schedule, budget and risk into a project baseline.
- Describe and demonstrate the use of formal and informal project control techniques.
- Utilize project performance measurement and forecasting techniques.
- Explain project quality management techniques and review a quality report.
- Outline the contracting and procurement process.
- Analyze the characteristics of leadership and management in projects.
- Explain the key elements of team building, communication, conflict resolution and negotiation in a project environment.

PMP 628 - Mastering IT Project Management

[Formerly, Course 628 - Mastering IT Project Management]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

The success of many organizations depends on their ability to manage their information technology (IT) projects. Leading and managing IT projects requires disciplined approaches that utilize standard project management techniques combined with the unique procedures associated with IT projects.

This course covers all the important aspects of managing IT projects:
- ◆ project initiation
- ◆ requirements determination
- ◆ organizing, planning and controlling - risk management
- ◆ technical management
- ◆ leadership in an IT environment
- ◆ project closeout

It is based on over 30 years of developing and presenting courses in project management. The course incorporates the lessons learned from successful and not so successful projects. The course provides a roadmap for completing IT projects to meet performance specifications on time, within budget, and to the satisfaction of the customer.

Case studies and exercises facilitated by an experienced instructor provide a solid foundation in both the principles and practical applications of IT project management.
Participants learn techniques that can be immediately applied in improving their project management processes and outcomes. In addition, this course can help in the preparation for the Project Management Institute's Project Management Professional (PMP) examination and CompTIA's IT Project+ Certification.

Course Learning Outcomes
- Apply the tools provided in this course to run more successful IT projects.
- Explain the current IT environment, challenges and trends.
- Discuss stakeholder management for IT project success.
- Describe the nine knowledge areas of project management.
- Recognize the characteristics of IT team members and define the roles of product/process teams in a project.
- Summarize how organizational standards and guidelines contribute to project success.
- Discuss the different types of program/project authority.
- Define the System Development Life Cycle (SDLC) and how it corresponds to the Product Development Management Process (PDMP).
- Demonstrate knowledge of scope planning, scope definition, and scope creep.
- Explain the fundamentals of time and cost management.

- Discuss the need for good project communication management, quality management, project control and project closure, and apply tools provided in this course in these project knowledge areas.
- Develop a better understanding of testing and test documentation and review sample test documentation.
- Differentiate between the test and production environments.
- Analyze the change control process and review a change control procedure.
- Determine how to run a productive IT meeting.
- Examine the process of Business Continuation Planning.

PMP 629 - Technical Program Management

[Formerly, Course 629 - Technical Program Management]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This course is designed to provide a comprehensive knowledge of technical project management. It is a fully integrated program concerning all aspects of technical program planning and control including: engineering management, system engineering, software management, production management, integrated logistics support, and project control. It is based on technical management procedures used by the United States Government and its prime and subcontractors. However, the procedures are applicable in whole, or in part, to the technical management of any type or size of research, development, production or engineered construction project.

Its purpose is to provide a flexible integrated technical project management system which can be scaled to each application, both Government and commercial, and at the same time comply with specific program requirements.

Course Learning Outcomes
- Describe the "product" development process.
- Discuss the program/project management process.
- Illustrate, diagram and demonstrate the steps in the system engineering process over the product life cycle.
- Compare the system engineering process with current approaches to integrated product development and concurrent engineering.
- Organize the basic steps for hardware, software and process development.
- Define the elements of a technical performance planning and measurement system and relate its use to cost and schedule planning and control.
- Illustrate the use of technical risk management techniques.
- Outline how the technical specialties are integrated into the development process.
- Explain the configuration and integration management processes.
- Describe the production management process.
- Explain the fundamental concepts of logistics analysis and support.
- Specify the test and evaluation cycle.
- Discuss the use of project control systems.

ACC 631 - Contract Management and Administration (§)

[Formerly, Course 631 - Contract Management and Administration]

Semester Units: 3
Prerequisite: None

This course covers the organization, management techniques and areas of application of the contract management/ contract administration function. Contract management and administration requires an in-depth knowledge of contract regulations and the ability to use that knowledge and avoid problems during contract performance and to solve them if they occur.

The purpose of this course is to provide: (1) a broad appreciation of all contract functions and a thorough understanding of the contract manager's authority and responsibilities; (2) familiarization with the management problems associated with various types of contracts; and (3) training in the various types of skills needed for the anticipation, identification and solution of contract problems, together with the use of effective communication and documentation techniques.

PMP 632 - Contracting and Procurement for Project Managers and Technical Personnel

[Formerly, Course 632 - Contracting and Procurement for Project Managers and Technical Personnel]

Semester Units: 3
Prerequisite: None

This course is designed to explain the contracting process to project/program managers, engineering, technical and other functional personnel, and their roles and responsibilities in this process. It is intended to acquaint people who are carrying out the day-to-day contract work with proven methods for meeting quality, cost and schedule requirements in the complex world of contracting and subcontracting.

The course provides: (1) a broad appreciation of the contracting process; (2) familiarization with the management problems associated with various types of contracts; (3) an update on new and revised laws and regulations and management procedures; and (4) training in the various types of skills needed for the anticipation, identification and solution of contract problems, together with the use of effective communication and documentation techniques. The course curriculum is covered in-depth from both the customer's and contractor's viewpoint.

Course Learning Outcomes
- Explain the steps in the acquisition and contracting process.
- State and discuss the significance of the cornerstone federal procurement laws and identify the various sources of procurement law.
- Discuss the concept of full and open competition and its seven statutory exceptions.
- Explain the importance of the Uniform Commercial Code.
- Differentiate between the various methods of procurement, including sealed bidding, two-step sealed bidding, and competitive proposals.
- Compare and contrast between the various types of contracts including listing the various advantages/disadvantages to the government and the contractor.
- State the special rules and procedures relating to acquisition of commercial items.
- Identify the steps in planning, programming, budgeting and system acquisition.
- Explain the significance of the statement of work.
- Discuss the steps in source selection and explain their importance.
- Define and discuss the significance of best value procurement.
- List the various kinds of specifications and explain the relationship/significance between obtaining full and open competition and the drafting of specifications.
- Identify the steps in proposal preparation and discuss how to develop a winning proposal strategy.
- Discuss the various methods used to analyze proposals.
- Compare and contrast a price versus a cost analysis and identify when either the government

or contractor should perform either or both.

- Discuss the various principles and techniques of negotiation.
- Summarize the rules governing the relationship of the government with its prime contractor and the prime with its subcontractors including the rule of privity of contract and state the importance of flow-down clauses.
- Compare and contrast the government's and contractor's rights and obligations relating to delivery, acceptance and warranties.
- State the importance and outline the various kinds of changes.
- Compare and contrast a termination for default and a termination for convenience.

ACC 635 - Negotiation - Principles and Practices (§)

[Formerly, Course 631 - Contract Management and Administration]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Negotiation takes place when two or more parties, each with their own objectives, seek to reach a mutually satisfying agreement. Negotiation is not the process of giving in or mutual sacrifice in order to secure an agreement. It is a process used to find a formula which will maximize the interest of all parties to the negotiation. Negotiation takes place in all phases of business.

The contracting and purchasing process requires a knowledge of when and how to negotiate statements of work, costs, price, and terms and conditions. Negotiation is of major importance in project/program management since it is one of the main tools of customers, project managers, team leaders and functional managers in planning and controlling the project. Negotiation is used in almost every day-to-day business activity and is vital to the successful completion of any business arrangement.

This course offers a complete approach to the development of the knowledge, attitude and skill required for success in negotiation. The emphasis is on the entire negotiation process, not just on a series of unrelated negotiation tactics. It provides both experienced and inexperienced negotiators with a complete conceptual framework for negotiation so that new experiences are added to and complement previous ones. It also provides a basis for transferring acquired skills and experience to others. The course consists of two basic segments. The first part of the course is primarily a presentation of the principles and practices of negotiation. The second part of the course consists of negotiation practice based on realistic business situations.

PMP 636 - Negotiation and Conflict Resolution

[Formerly, Course 636 - Negotiation and Conflict Resolution]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Project managers exercise their negotiation skills every day. They negotiate with functional and other project managers within their own organization over time, scope, budget, schedules and change orders. Outside the organization they negotiate with customers, vendors, suppliers and subcontractors. Project managers negotiate during every phase of a project from the start-up, during performance, and right through the close-out.

This course provides the project manager the skills required to: negotiate schedules, change orders, estimates and contracts; resolve conflict; negotiate multi-party agreements; and build better teams. Strategy in negotiation is explored and the key role that planning and preparation play in a negotiation is emphasized. The dynamics of communication in negotiation are examined with special attention to the role of power and ethics.

The dynamics of negotiation that involves teams and groups is highlighted. Factors central to all negotiations as well as factors and dimensions strongly shaped by national and cultural style are also presented. Quite often negotiation strategies and tactics do not work the way they are intended to. Conflict resolution tactics are discussed which negotiators can use to help put derailed negotiations on track and keep a conflict from becoming increasingly destructive. Finally, the use of third parties to resolve breakdowns in negotiations is explored.

Course Learning Outcomes
- Demonstrate a comprehensive understanding of the fundamental principles, strategies, and dynamics of negotiation.
- Develop, implement, and adapt effective negotiation strategies across various scenarios, considering the dynamics of power, influence, and ethical considerations.
- Analyze and manage the roles of perception, emotion, communication, and relationships in shaping negotiation outcomes, and navigate the complexities introduced by multiparty and group contexts.
- Recognize and adapt to the nuances introduced by gender, personality, and culture in negotiations, ensuring effective communication and strategy in diverse settings.
- Identify and overcome challenges in negotiations using best practices, tools, and techniques, while maintaining a strong ethical stance.

PMP 647 - Earned Value Management Systems

[Formerly, Course 647 - Earned Value Management Systems]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

The purpose of this course is to provide a step-by-step explanation of how to integrate cost, schedule, technical planning and control into a total management system for achieving program/project objectives. The course relates these planning and control procedures to the developing philosophy of concurrent engineering and integrated product development.

Management must have an effective system for comparing the actual work being accomplished with the planned increments of work, regardless of the time period in which the work is performed and regardless of whether there is a formal customer requirement. This information is necessary in any size project in order to appraise performance against plan and to seek to identify problem areas early enough to examine a number of alternatives other than simply finding additional funding, slipping the delivery schedule or reducing technical performance. This information is also necessary to appraise the impact of proposed changes.

Course Learning Outcomes
- State why a program or project needs to have an information system for assessing cost and schedule performance.
- Explain what an earned value management system (EVMS) provides.
- Identify the five major categories or activities that comprise the EVMS effort.
- Describe how a program is organized and how work is defined.
- Develop a work breakdown structure for standard and non-standard systems.
- Develop a responsibility matrix and identify control accounts.
- Analyze the role of the cross-functional work teams in an EVMS environment.
- Explain how integrated schedules are developed to form a schedule baseline and to aid in performing the work effort.
- Describe the budgeting process and the major elements that are involved.
- Outline the management philosophies on the use of management reserve and undistributed budgets.
- Show how a technical performance measurement system is developed and integrated with cost and schedule measurement.
- Describe and illustrate the various methods of defining work packages and measuring accomplishment.
- Select appropriate earned value methodologies.
- Calculate budgeted and earned value for a control account.
- Define the accounting requirements for performance measurement.
- Explain earned value terminology.
- Explain and calculate cost variance and schedule variance.

- Explain, calculate and utilize the cost performance index, schedule performance index, to complete performance index, and percent complete.
- Interpret variance analysis reports.
- Develop estimate at completion.
- Describe the impact of program/project changes and revisions, and how they are handled.
- Show the effect of changes on the baseline.
- Classify the types of reports that can be used in an EVMS.
- Describe the implementation steps for an earned value system.

ACC 651 - Source Selection and Contract Award (§)

[Formerly, Course 651 - Source Selection and Contract Award]

Semester Units: 3
Prerequisite: None

Acquisition Reform and Streamlining is making far-reaching changes in the way the government and industry conduct business. There are many new factors to consider in contracting by negotiation, source selection and contract pricing and definitization. These include: (1) performance-based contracting; (2) the use of statements of objectives and contractor-developed statements of work; (3) the use of oral proposals; (4) more flexible source selection approaches for the government; (5) past performance evaluation; and (6) far more emphasis on risk identification and mitigation.

The source selection and contract award process, from the development of a requirement to the issuance of a contract to the best source to fulfill that requirement, is both complex and demanding. Successful contract performance is predicated upon sound procedures. However, these procedures are often not well understood by the participants, both buyers and sellers. This is a completely integrated, well documented course covering the rationale, methods and techniques involved from the development of requirements to final source selection, negotiation and contract award.

This course includes exercises and case examples on statements of objectives, performance requirements and specifications, statements of work, evaluation factors and weights, past performance, risk analysis, cost realism and the use of best value discriminators in making a selection decision.

BUS 653 - Business Research Methods

[Formerly, Course 653 - Business Research Methods]

Semester Units: 3
Prerequisite or Corequisite: None

This course is designed to provide a working knowledge of research methods and analytical techniques as they are used in business and government as tools for implementing a systematic approach to planning policies, programs and projects. It combines in one course the study of research methodology, the planning and design of research, and the management science tools that are used and the nature of decisions to which the research and analysis contribute. Modern decision theory which treats managerial problem solving as the selection of the best solution from a set of alternatives is emphasized. The course is not concerned with abstract statistical concepts but, rather, with the applicable techniques and their use in solving practical business problems.

In addition to providing a working knowledge of research methods and design, the course includes a brief, but thorough description of forty (40) tools of analysis with a description of the technique and its application. None of the techniques require sophisticated mathematical or computer implementation. Emphasis is placed on how the techniques are used and how to implement the results.

Course Learning Outcomes
- Describe the research process.
- Illustrate the general format and types of research requests and proposals.
- Demonstrate the need for ethics in the research process.
- Characterize the various types of research designs and identify their corresponding data types.
- Describe the types of data measurement methodologies and explain their various strengths and weaknesses.
- Explain the general methodologies used in data preparation and exploration.
- Define a hypothesis and describe the process of hypothesis testing.
- Illustrate the methods and best practices for presenting research findings.

BUS 657 - Management Accounting and Controls

[Formerly, Course 657 - Management Accounting and Controls]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This course is designed as a broad based course to provide managers with a conceptual framework in accounting and an understanding of the reporting, control, and analytical environment in which the accountant functions, and the interrelationship between accounting, financial management and general management.

The course deals with accounting concepts – development of financial statements – cash flow analyses – cost accounting, capital budgeting – management control systems – financial accounting practices – tax accounting – accounting for inflation and foreign operations.

The objective is to provide students with an understanding of the specific issues and the accounting concepts which underlie corporate financial planning. It will provide the student with an understanding of the role of accounting in controlling current operations and in planning future operations.

Course Learning Outcomes
- Discuss trends in today's business environment and analyze their impact on accounting.
- Identify Cost Behavior Patterns and analyze variables and Fixed Cost Equation and Predict Future Costs.
- Evaluate a company's operating performance using a balance sheet, an income statement, and ratio analysis.
- Discuss the foundations of the balance sheet and income statement, and calculate financial ratios used for decision making.
- Analyze opportunities to evaluate Financial information and apply them to identify business opportunities as well as weaknesses.
- Identify internal control weaknesses and develop good internal control procedures over the daily operations of a company.

BUS 659 - Organizational Behavior and Human Resources

[Formerly, Course 659 - Organizational Behavior and Human Resources]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This course is based on the modern philosophies, research and practice concerning individual, interpersonal and organizational behavior. The course focuses on leadership techniques and on understanding and managing the behavior of individuals and groups, the human resources through which the manager gets things done; and on the organization design tools the manager can use to solve the series of major and recurring problems that occur in complex organizational life.

The course objectives are to provide the student with the skills to manage individual, interpersonal and group behavior, to develop the ability to diagram the causes of human problems in the work environment, and to develop judgmental skill in taking action to improve the motivation, effectiveness and satisfaction of working groups and individuals. The course considers a wide array of tools such as structural change, measurement systems, reward systems and educational methods for solving organizational problems.

Course Learning Outcomes
- Determine methods for applying organizational behavior principles for the improvement of any organization.
- Assess the current state of an organization's culture based on key metrics the organization has agreed to.
- Deduce the stress process within an organization and devise strategies to counter the stressors.
- Construct an effective organizational communication strategy to adequately inform all stakeholder and organizational goals and strategies.
- Appraise an organization's Strengths, Weaknesses, Opportunities and Threats based on a SWOT analysis and adjust organizational strategy accordingly.

BUS 661 - Financial Management

[Formerly, Course 661 - Financial Management]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Virtually all the activities of business firms and other organizations are reflected in, and affected by, the availability of funds. Finance provides one of the major tools for managerial planning and control. This course provides a wide exposure to the financial issues useful to general management. It offers the student an in-depth study of business finance, investment, and money and capital markets. Specific skills designed to aid in these decisions are developed and utilized in analysis of actual business problems. Students will master the principles of money and credit, acquire a knowledge of financial institutions, instruments and policies, attain skills in recognizing and solving financial problems, and develop their skills in analyzing the risk and financial returns in specific situations.

Course Learning Outcomes
- Discuss the concept of time value of money and apply discounted cash flow valuation techniques to value a wide array of financial assets and securities.
- Distinguish differences between debt and equity securities from the perspective of the financial investor and from the opposite perspective of the corporate issuer.
- Analyze the venture capital market and its role in financing of new, high-risk ventures.
- Discuss the dividend types and analyze the difference between cash and stock dividends and the impact of political risk on international business Investing.
- Summarize the tradeoff between risk and return and its implications for cost of capital.
- Explain the process by which firms raise new debt and equity capital.
- Perform analysis of long-term financing and growth analysis.

BUS 663 - Management Economics

[Formerly, Course 663 - Management Economics]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Management economics concerns itself with the application of micro and macroeconomic principles to the organization and conduct of a business enterprise. It provides an understanding of the economic concepts, institutions, and methods for analysis of the firm, the nation and the world. Its principal purpose is to indicate how economic analysis can be utilized to illuminate the process of management decision making and to help improve the quality of those decisions.

The course is designed to provide techniques for analyzing the firm's immediate economic environment including the nature of industry demand and supply, the interrelationship between the firm's production and cost functions and the pricing decision, the effect of market structure on the behavior of competitors, and an understanding of the characteristics, limitations, and uses of economic information available to the firm from public and private sources. It is designed to illustrate the major tools, concepts, and institutions of economic thought and their application to the making of business decisions and the formulation of policies.

Course Learning Outcomes
- Identify and interpret key macroeconomic indicators such as national income, unemployment, and inflation, and explain how they influence fiscal and monetary policies.
- Evaluate the impact of cyclical instabilities and policy options on economic growth and productivity.
- Apply the principles of consumer choice and elasticity to predict changes in production costs and pricing decisions within different market structures.
- Analyze the competitive behaviors and regulatory issues in monopoly, oligopoly, and monopolistic competition.
- Describe the function of factors and financial markets and the role they play in the distribution of resources.
- Create a comprehensive plan to address a selected issue in international economics or global poverty, incorporating knowledge from factor markets and distributional issues.

BUS 665 - Strategy and Business Policy

[Formerly, Course 665 - Strategy and Business Policy]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

The course in Strategy and Business Policy emphasizes the acquisition of a senior management perspective. It deals with the skills, attributes and attitudes required for the effective performance of the general manager function. It is a major integrating course designed to pull together skills gained in the basic business disciplines and functional fields. It focuses on the enterprise as an entity and the general manager working within a corporate environment.

The course covers the manager's function – strategy formulation and implementation – corporate planning and control – organizational analysis – comparative management – entrepreneurship and venture initiation – small business management – and the impact of competitive forces and government regulations.

MBA Students are required to complete this course last, as it supports the creation of students' Final Project.

Course Learning Outcomes
- Analyze strategic management in an operational setting.
- Develop key elements of strategic entrepreneurship, including an entrepreneurial mindset, culture development, and leadership.
- Evaluate various merger and acquisition processes, and how the resulting merger or acquisition can be integrated into an existing business model.
- Identify, analyze, and apply Porter's Five Forces, and they can be applied in various industry and organizational settings. Illustrate how the five forces can be applied in strategic planning.
- Define and develop strategic alliances. Discuss why they are formed and how they are developed through functional processes. Identify the value of strategic alliances in a global strategy.
- Identify and analyze the key differences between business level, rebuilding, and growth strategies. Construct rebuilding and growth strategies and attach them to product service or organizational life cycles.

LDR 668 - Cross-Cultural Management

[Formerly, Course 668 - Cross-Cultural Management]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This course focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. The course is intended to be a challenging advanced management course for the graduate business student. Students will gain a general overview of the process and effect of internationalization in contemporary business, along with an introduction to theories, concepts and skills relevant to managing effectively in today's global environment. Students will be challenged to integrate knowledge they have gained from other business core courses and apply their accumulated knowledge to business case studies. Students will engage in active research and analytical problem solving related to managing in the international environment and will be called upon to apply this theory in their work.

Course Learning Outcomes
- Explain the ethical, social, and environmental implications of decisions made by multinational corporations in diverse geopolitical and cultural contexts.
- Interpret the challenges and opportunities associated with managing global virtual teams and formulating international expansion strategies of multinational corporations, drawing on concepts from cross-cultural communication, cultural dynamics, and organizational strategy.
- Analyze multinational corporations' strategic decisions and adaptability in diverse international markets, applying concepts of strategy formulation, market entry techniques, political risk management, and organizational decision-making processes.
- Evaluate the human resource, motivation, and leadership strategies of multinational enterprises in diverse cultural contexts, incorporating the principles of cross-cultural HR management, global leadership practices, and motivational techniques across cultures.
- Synthesize insights from cultural dimensions and real-world business practices to propose evidence-based strategic recommendations for global enterprises operating in culturally distinct regions.
- Formulate strategies for cross-cultural leadership and human resource management within a multinational corporation, demonstrating an in-depth understanding of the intricacies of varying cultural norms and their implications on organizational practices.

LDR 669 - Critical Thinking and Decision Analysis

[Formerly, Course 669 - Critical Thinking and Decision Analysis]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

The overall objective of this course is to improve the student's abilities in both critical thinking and decision- making. Critical thinking is the art of analyzing and evaluating thinking and argument with the purpose of improving it. Decision-making can be defined as the process of identifying alternatives, evaluating the alternatives, and choosing between the alternatives. Critical thinking and decision-making processes are intertwined. The critical thinking segment of this course provides a guide to the analysis, reconstruction, and evaluation of arguments designed to help students distinguish good reasoning from bad. The decision-making segment shows how decision analysis can be applied so that decisions are more effective by providing numerous usable decision analysis approaches.

Course Learning Outcomes
- Recognize arguments in academic, literary, and popular prose.
- Identify the main conclusions of arguments.
- Express the logical structures of arguments.
- Identify assumptions and unstated premises in argumentative writing.
- Evaluate the credibility and persuasiveness of arguments.
- Identify common fallacies in reasoning.
- Differentiate between necessary and sufficient conditions.
- Interpret the formal validity of deductive arguments and the inductive strength of probabilistic arguments.
- Explain how quantitative tools and analysis may lead to improved decision-making.
- Identify which decision-making situations are most appropriate for the application of decision analysis.
- Explain the key steps in the decision analysis process.
- Demonstrate use of SMART for decision-making problems.
- Develop decision trees and influence diagrams and use them to solve decision problems under uncertainty.
- Discuss how probability can be used to provide a measure of uncertainty.
- Explain how probability can be applied to problems where a decision has to be made under conditions of uncertainty.

LDR 670 - Organizational Theory, Design and Change

[Formerly, Course 670 - Organizational Theory, Design and Change]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This course explores how organizations understand and integrate with their environments. Theories are valuable and important because they help us explain and control our surroundings. Thus, organizational theory is important and valuable because it can explain how organizations view themselves and help us bring control to how they interact with their environment. When we design organizations, theory can bring a logical foundation to our design efforts. It can help us put in place mechanisms to control those organizations to meet their goals. Finally, this course will examine the constant need to understand and approach vital changes that must be made if organizations are to remain dynamic and vital. Change in organizations is the way they respond to, and shape, their environment. How will organizations take control of how and when they change? Students will be able to identify relevant organizational theories that will allow them to design effective organizations, and construct change strategies that can keep organizations viable in changing environments.

Course Learning Outcomes
- Describe the relationship between organizational theory and organizational design and change.
- Differentiate between organizational structure and culture.
- Identify various stakeholder groups and their interests or claims on an organization.
- List the forces in an organization's specific and general environment that give rise to opportunities and threats.
- Describe the four basic organizational design challenges confronting managers and consultants.
- Explain why a hierarchy of authority emerges in an organization and the process of vertical differentiation.
- Explain why most organizations initially have a functional structure and why, over time, problems arise with this structure that requires change to a more complex structure.
- Differentiate between values and norms.
- Describe the way culture is shared by an organization's members, and why organizations have different types of culture.
- Identify the ways managers can use functional-level strategy to develop core competencies that allow an organization to create value and give it a competitive advantage.
- Identify what technology is and how it relates to organizational effectiveness.
- Analyze the relationship among organizational change, redesign, and organizational effectiveness.
- Describe the typical problems that arise as an organization grows and matures, and how an organization must change if it is to survive and prosper.
- Differentiate among several models of decision-making that describe how managers make decisions.

- Describe how innovation and technological change affect each other.
- Explain how and why individuals and subunits engage in organizational politics to enhance their control over decision-making and obtain the power that allows them to influence the change process in their favor.
- Explain the importance of managing an organizations' power structure to overcome organizational inertia and to bring about the type of change that promotes performance.

PMP 671 - Building and Leading Project Teams

[Formerly, Course 671 - Building and Leading Project Teams]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Project management takes place in a dynamic, complex and changing environment. Successful project management depends on the people and process skills of a project manager, the project team, and the performing organization managers who support the project. These skills must be integrated with the business and technical skills necessary to lead any successful project and achieve the cost, schedule and technical objectives with maximum customer satisfaction.

Course Learning Outcomes
- Define project management, the project management process, and the role of project management in the workplace.
- Explain classical organizational theory and how it relates to project management and project teams.
- Identify types of authority found in projects and differentiate between explicit and implied power.
- Explain classical management principles and identify the management functions.
- Describe human motivations and behaviors and how they relate to the project environment.
- Outline various formal and informal relationships found in projects.
- Identify the three classical theories of management and the various theories of motivation.
- Differentiate between leadership and management, identify the myths of leadership, and name the leadership traits and characteristics.
- Define teams, identify the types and names of teams, and have a working understanding of the advantages and disadvantages of various teams.
- Acquire a working facility with the five-step team building model, and be able to apply the method to specific projects.
- Identify communications systems, types of communication, their impact on the project management process and demonstrate a working knowledge of communications and listening techniques and skills.
- Outline the process of problem identification and definition, identify closed versus open-ended problems, and contrast problem-solving models.
- Name the different approaches to decision making and identify the appropriate use of each.
- Name the types of conflict and the benefits and risks associated with each.
- Describe the nature of organization process, be able to define the parameters of and appropriate uses of negotiation as a tool in the project management process.
- Develop a personnel and personal improvement action plan, set realistic growth goals and establish productivity strategies.
- Plan and hold successful meetings, identify alternatives, and avoid the common meeting errors.
- Apply handle change in project organizations.

- Design an appropriate project performance management program
- Identify the influence cultural and ethnic differences have on project teams and to identify the resources for developing a successful international project team.

LDR 676 - Advanced Approaches in Leadership

[Formerly, Course 676 - Advanced Approaches in Leadership]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Using empirical studies, interesting anecdotes, stories, and findings, this course will expand your knowledge of leadership, building upon the foundations you have already developed through experience and academic coursework. This course will enhance your understanding of leadership at the Personal, Interpersonal, Team and Organizational (PITO) levels, and the complex array of leader-follower-situation (LFS) variables that influence the process of leadership at each of these levels. It will guide you in critically evaluating the strengths and limitations of your own leadership style, as it applies to both personal and interpersonal leadership; while applying your understanding of the tools and techniques used for developing your leadership skills, to include the Action-Observation-Reflection (A-O-R) model, and its utilization in journaling, mentoring, and evaluating case studies and personal experiences.

Course Learning Outcomes
- Discuss leadership correlation to concepts such as management and followers.
- Explore the interactional framework for analyzing leadership.
- Describe the elements of the leadership equation.
- Summarize how the spiral of experience helps you develop as a leader.
- Appraise the concepts behind the Action-Observation-Reflection (A-O-R) model.
- Define the five interrelated phases that contribute to development planning.
- Appraise the skills required to achieve technical competence and how those skills will benefit you in training followers.
- Discuss French and Raven's power taxonomy.
- Debate the Thematic Apperception Test.
- Interpret Kohlberg's six stages of moral development.
- Explore the importance of moral reasoning in the process leaders use to make decisions.
- Analyze the role of personality, intelligence, creativity, and emotional intelligence as they relate to leadership effectiveness.
- Interpret the relationship between assertiveness, acquiescence, and aggression.
- Assess the six steps for improving followers' motivation and performance levels using operant principles.
- Appraise the concepts involved in Ginnett's Team Leadership Model (TLM).
- Define the five steps involved in the Coaching Process.
- Assess the Rocket Model and its use in the development of high performance teams.
- Describe the situational factors that affect leaders' behaviors.
- Interpret the competing values framework.
- Interpret each of the five contingency theories of leadership.
- Evaluate Vroom and Yetton's leadership decision tree.

- Appraise all three aspects of the leader-follower-situation model.
- Discuss common characteristics of charismatic and transformational leaders.
- Analyze Bass's theory of transformational and transactional leadership.
- Discuss Thomas' conflict resolution strategies.
- Analyze the components of a leader's vision.
- Discuss Hackman's tripwire lessons for executive teams.

PMP 679 - Risk Analysis and Management

[Formerly, Course 679 - Risk Analysis and Management]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Risk management is a concept that can be implemented in a number of ways. All good risk management approaches have the following characteristics: (1) There is a planned and documented risk management process for the project or program; (2) The process is based on a prospective assessment – the project management team looks ahead to find and manage possible problems; (3) The initial assessment is periodically redone to validate the initial findings and to uncover new problem areas; (4) The program has a defined set of evaluation criteria that covers all facets of the program; and (5) The on-going results of the risk management process are formally documented.

This course covers all aspects of risk management – risk identification – risk assessment – risk handling – and risk communication. A series of qualitative and quantitative tools are explained and illustrated with examples and workshop exercises. The emphasis is on developing usable processes and tools that can be immediately put to work by all members of a project management team.

Course Learning Outcomes
● Define the steps of the risk management process.
● Explain risk and risk factors.
● Discuss the benefits from, and inputs to, risk management.
● Distinguish between macro- and micro-risk management.
● Describe project selection and the project planning processes.
● State the objective of risk management planning.
● Use the Project Experience Risk Information Library (PERIL) database.
● Specify the risk categories, the evaluation of risks and the inputs to risk identification.
● Examine the performance of high-level risk assessment.
● Explain the sources of scope risk and how to set limits for scope risk.
● Use the work breakdown structure (WBS).
● Define market and confidentiality risks.
● Outline the sources of schedule risk.
● Discuss activity definition, estimating activity duration, and activity sequencing.
● Outline the sources of resource risk.
● Define resource, procurement planning and source selection.
● Describe cost estimating and budgeting.
● Define constraint analysis.
● Compare scope, resource and schedule options and opportunity management.
● Explain the assessment of plan alternatives.
● Distinguish between additional project risks and "acceptable" risk.
● Explain risk probability and impact assessment.

- Determine the top or critical risks to quantify.
- Discuss go/no-go decision making and how to decide which risks warrant response.
- Numerically evaluate the probability and impact of each risk.
- Use risk matrices and tables, decision tress and root cause analysis.
- Categorize risk.
- Frame risk avoidance, mitigation and transfer.
- Apply contingency planning and fallback planning.
- Specify the use of questionnaires and surveys.
- Discuss project simulation and modeling.
- Define project documentation requirements and project start-up.
- Demonstrate the selection and implementation of project metrics.
- Identify the need for management reserve.
- Explain project baseline negotiation and project plan validation.
- Discuss specification change management.
- Define the objective and strategies of risk response planning.
- State the objective of risk monitoring and control.
- Explain status collection, trend analysis and metrics.
- Discuss issue resolution and communication.
- Outline the importance of project archives, reviews, risk reassessment, and risk response audits.
- Explain the processes of project closure.
- Discuss the importance of project retrospective analysis.

PMP 687 - Project Quality Management

[Formerly, Course 687 - Project Quality Management]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

Quality is defined from many viewpoints. One definition is the totality of features and characteristics of a product or service that bears on its ability to satisfy given needs. Another definition of quality is meeting or exceeding customer expectations. Quality management is the integration of technical and management quality principles, practices, processes and procedures to enable each person in an organization to provide quality products and services, deliver value and contribute to the organization's success.

In a project or program, the responsibility and leadership for creating an effective quality design and delivery belongs to the project or program manager. The PM must demonstrate to the project team a commitment to quality by communicating goals, making process effectiveness a clear project/program management issue and by the commitment of resources, so that the project team views quality as a priority.

This course provides project management professionals with a comprehensive approach to the tools, techniques, and leadership and management activities that affect, both directly and indirectly, quality throughout a project or program's life cycle.

Course Learning Outcomes
- Describe the notion of quality, definitions, its history and importance.
- Explain the role of quality in manufacturing and service, and its impact on competitive advantage and financial return.
- Explore the foundations of modern quality management from the perspectives of Deming, Juran, and Crosby.
- Summarize the fundamental principles of quality management.
- Discuss variation and statistical thinking, quality management systems, and ISO 9000.
- Apply the three core principles of quality: customers, workforce, and processes.
- Apply statistical tools and methods.
- Compare quality in product design and the variety of tools and techniques that support it.
- Evaluate process measurement and statistical process control (SPC).
- Define process improvement and Six Sigma.
- Compare and contrast Baldrige framework and criteria, as well as international quality and performance excellence programs.
- Explain strategic focus on quality, and discuss strategic planning, organizational design, and strategic work system design.
- Outline the use of data and information to measure and manage organizational performance.
- Discuss balanced scorecards and modern approaches to knowledge management.
- Describe leadership for quality, both from a practical and theoretical perspective.
- Discuss building and sustaining high-performance organizations.

BUS 695 - Management Information Systems

[Formerly, Course 695 - Management Information Systems]

Semester Units: 3
Prerequisite or Corequisite: BUS 602

This course is based on the premise that professional managers in both the private and public sectors cannot afford to ignore information systems. Professional managers must learn how
to use information technology to create competitive firms, manage global corporations, and provide useful products and services to customers.

Course Learning Outcomes
- Analyze the role of information systems in creating competitive advantage and supporting strategic initiatives using current business examples.
- Evaluate the impact of effective data management and decision-making tools on the performance of an organization.
- Construct an integrated business strategy using customer relationship management, enterprise resource planning, and business intelligence systems.
- Develop innovative organizational strategies incorporating e-business, collaborative partnerships, and wireless technology.
- Synthesize key concepts in data management, business intelligence, project management, and emerging technologies to formulate a comprehensive strategy for streamlining organizational operations.

Leadership, Faculty, Staff, and Resources

Board of Trustees

Patten is a wholly owned subsidiary of Patten Educational Foundation, a California nonprofit corporation with a rich history of operating accredited educational institutions. The members of the Board of Trustees of Patten Educational Foundation govern the university, and have backgrounds in industry, and higher education appropriate for the institution.

The responsibility of the Board of Trustees is to oversee the institution, appoint the President, and determine the strategic direction of the university. The current members are:

Pastor Tobey Montgomery, Chairman
Dr. Gary Moncher, President
Dr. Sharon Anderson, Trustee
Rev. Wortham Fears, Trustee
Larry Walker, Trustee

Administration

Eugene V. Wade, President
Dr. Nathan Breitling, Chief Academic Officer
Louis Briones, Chief Financial Officer
Dr. Darla Cuadra, Director of Undergraduate Studies
Laurie Tarlos, Director of Admissions and Student Achievement
Cathy Diaz, Registrar and Director of Operations

Faculty

Faculty at Patten University are selected for their subject matter expertise, their innovative teaching techniques, and their ability to integrate theory and practice. This requires that the instructor be a competent teacher and have extensive leadership, ministry, business, or related experience – in addition to the conventional academic credentials.

The faculty of the University have deep research and extensive practical experience in their respective areas:

> **Dee Howard Andrews**, B.S., Brigham Young University; M.S., Florida State University; Ph.D., Florida State University – Sr. Research Psychologist, Air Force Research Laboratory.
> ◆ Area of Focus: General Management

Theresa R. Cassino, B.S., Rowan University; M.S., Virginia Polytechnic Institute and State University; Ph.D., Virginia Polytechnic Institute and State University; PMP, Project Management Institute – Consultant.
◆ Area of Focus: General Management and Project Management

Hannah K. Harrington, B.A., Patten College; B.Mus., San Francisco Conservatory of Music; M.A. University of California - Berkeley; Ph.D, University of California - Berkeley.
◆ Area of Focus: Old Testament, Near Eastern Studies

John T. Hayes, B.A., Lee University; M.A., Church of God Theological Seminary; M.A., Fuller Theological Seminary.
◆ Area of Focus: Intercultural Studies

Michael B. Knight, B.A., Lee University; M.Div. Pentecostal Theological Seminary; D.S.L., Regent University.
◆ Area of Focus: Leadership, Missions, Theology

Robert V. Massengill, B.A., Lee University; M.A., Wheaton College; D.I.S., Assemblies of God Theological Seminary.
◆ Area of Focus: Intercultural Studies, Missiology

Jeff McAffee, B.A., Grand Canyon University; M.Div., Church of God Theological Seminary; D.Min., Pentecostal Theological Seminary.
◆ Area of Focus: Ministry, Theology

Tobey Montgomery, B.S., Patten University.
◆ Area of Focus: Ministry, Theology

Sean S. O'Neal, B.A., Lee University; M.A., Trinity Evangelical Divinity School; D.Min., Westminster Theological Seminary.
◆ Area of Focus: Leadership, Ministry, Religion, Missions

Robert Oravitz, B.S.B.A, Thomas Edison State University, M.B.A., Patten University, NGBCA Cert, OMB Fiscal Law Cert, NGB Fiscal Law Cert – Budget Officer, Keystone State Challenge Academy.
◆ Area of Focus: Contract Management

Benjamin Perez, B.A., National University, M.S., National University, D.B.A., California Southern University – Professor, Devry Inc. & University of Phoenix.
◆ Area of Focus: Project Management program, Business, IT

Michael D. Reynolds, B.A., Illinois State University; M.A., Trinity Evangelical Divinity School; D. Min., McCormick Theological Seminary.
◆ Area of Focus: Ministry, Religion, Theology

Abraham Ruelas, B.A., Patten College; B.A., California State University, East Bay; Ph.D., Stanford University.
◆ Area of Focus: Communications

Bill Ryan, B.S., University of Colorado, Boulder, M.B.A., University of La Verne – President, Ryan Marketing Group.
◆ Area of Focus: General Management

James Schultz, B.A., Trinity Bible College; M.A., Trinity Evangelical Divinity School; Ph.D., Assemblies of God Theological Seminary.
◆ Area of Focus: Philosophy

Rebecca Skaggs, B.A., Holy Names College; M.A., Wheaton Graduate School of Theology; M.A. Dominican School of Philosophy and Theology; Ph.D., Drew University.
◆ Area of Focus: Biblical Studies, New Testament, Philosophy

Christy Taylor, B.A., California State University, Fresno; M.B.A., Grand Canyon University; M.S., Grand Canyon University.
◆Area of Focus: Business, HR Management, Psychology

Geoffrey VanderPal, B.S., Columbia College, M.B.A., Webster University, D.B.A., Nova Southeastern University, CFP®, CTP®, PMP®, SHRM-CP, CHRM-SCP – Professor, Author, and Entrepreneur.
◆ Area of Focus: Business, Contract Management, Project Management

Keith Wade, B.A., Oakland University, M.B.A., University of Detroit-Mercy, Ph.D., Argosy University – Consultant.
◆ Area of Focus: Supply Chain Management, General Management

Blayne Waltrip, B.A., California State University, Fullerton; M.A. CHurch of God Theological Seminary; Ph.D., Fuller Theological Seminary.
◆Area of Focus: Intercultural Studies, Discipleship, Missions

Board of Advisors

Patten University values the input and oversight of independent leaders and practitioners. To ensure consistent input and review of the curriculum and outcomes of its programs, Patten University maintains two Boards of Advisors: one for its Business and Leadership programs, and one for its Christian Ministry programs. The Boards may overlap, but they are structured separately so as to ensure specific subject matter expertise over a particular set of programs.

The Board of Advisors for Christian Ministry Leadership is composed of both practicing ministers and denominational leadership, as well as academically qualified experts in relevant subject matter. This Board meets annually to review program outcomes and provide recommendations for curricula and course materials. The current members are Jeff McAffee, D.Min., Gary Moncher, Ph.D., Sean O'Neal, D.Min., Michael Reynolds, D.Min., and Blayne Waltrip, Ph.D.

The members of the Board of Advisors for the Business, Leadership, and Project Management programs represent all industries related to the University's graduate curricula. This Board meets annually to review program outcomes and provide recommendations for curricula and course materials. The current members are Byron Chung, MBA; Carli Kyles, Ph.D.; Lige Shao, MBA; and Juan Torres, MBA, J.D.

Student Services

The University offers academic advising, including course requirement reviews, course scheduling, registration assistance, course sequencing advising, and other related requests for student assistance. Placement assistance is not offered.

Online Library Services

Patten University is a member of the Library and Information Resources Network (LIRN). LIRN provides a core library collection with access to:

- ◆ **Gale Cengage:** Over 40 databases including Academic OneFile, Business Collection, Business Economics and Theory Collection, Business Insights: Global, Computer Database, Gale Ready Reference Shelf, Gale Virtual Reference Library, Global Issues in Context, Information Science and Library Issues Collection, InfoTrac Newsstand, LegalTrac, Military and Intelligence Database, and the Student Resources in Context.
- ◆ **ProQuest Central:** Access to several databases with 13,000+ full-text scholarly journals; 6,500+ full-text magazines and trade journals; 2,300+ full-text newspapers; 385,000+ market and industry reports.
- ◆ **EBook Central:** Provides students with an instant, multidisciplinary library of eBooks from authoritative publishers.

- ◆ Additional Internet Resources:
    - ○ **ProQuest Dissertation and Theses:** Contains over 5 million citations and 3 million full-text works from thousands of universities.
    - ○ **ABI/Inform:** Access to thousands of full-text journals, dissertations, working papers, and key business and economics periodicals
    - ○ **IBISWorld:** Provides market research on thousands of industries worldwide to research involving case studies or business sector analysis.
    - ○ **Directory of Open Access Journals:** Access to full text, quality controlled scientific and scholarly journals, covering all subjects and many languages.
    - ○ **ERIC:** A comprehensive, easy-to-use full-text database of education research and information.

Access is 24 hours per day, 7 days a week. A qualified librarian is available for any research needs.

Career Services

Patten University does not offer career services. The university does not guarantee job placement, advancement, continued employment or level of income or wage rate upon program/course completion or upon graduation.

University Department Contact Information

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Monday through Thursday
9:00 AM to 5:00 PM

Friday
9:00 AM to 2:00 PM

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Dr. Nathan Breitling
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- ◆ Curriculum Questions
- ◆ Grade Disputes

- ◆ Instructor Issues
- ◆ Program Changes

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- ◆ Undergraduate Curriculum Questions
- ◆ UG Faculty Resource

- ◆ UG Course Content Questions
- ◆ UG Student Concerns

ENROLLMENT & STUDENT SERVICES

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- ◆ Admission Requirements
- ◆ Transfer Credit
- ◆ Application Status
- ◆ Course Evaluations
- ◆ Course Shipments

- ◆ Exam Requests
- ◆ Graduation Requirements
- ◆ Leave of Absence
- ◆ Proctoring
- ◆ VA (GI Bill Information)

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REGISTRAR

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- ◆ Change of Address
- ◆ Course Extensions
- ◆ Course Re-Enrollments
- ◆ Course Payments

- ◆ Course Registrations
- ◆ Grade Notifications
- ◆ Transcript Requests
- ◆ Tuition Assistance